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ABSTRACT

This comprehensive guide suggests ways to implement programs for social service workers who are seeking their Associate of Arts or Associate of Applied Science degree. It is intended for faculty and administrators of post-secondary institutions and professional workers and employers. The objectives of the publication are to: (1) identify commonalities found in the social services and establish a sequence of learning experiences; (2) provide a curriculum that will prepare students either for further education or immediate employment; (3) improve articulation between 2- and 4-year institutions and graduate schools; and (4) inform colleges, agencies, civil service, and merit systems of the abilities of the AA graduate and suggest that new job classifications be made. The guide discusses: (1) the background and context of social service careers, (2) general administrative considerations, (3) the program, curriculum, and course outlines, and (4) needed physical facilities and educational resources. (RN)

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SOCIAL SERVICES

A SUGGESTED ASSOCIATE DEGREE CURRICULUM

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F O R E W O R D

Education must accept responsibility for coping with increased technology and complexity of society by initiating new programs and updating existing programs.

Many new programs not only provide increased knowledge and skills within the context of present occupations, but also project the education and training to meet the needs of new and emerging occupations. An example is the social services program. The increasing demand for more social welfare services has identified new personnel roles.

Recent studies indicate a delineation of function and duties that call for additional manpower. The associate degree program trains persons to fill the manpower gap and in addition helps to identify potential professional candidates. Educators should take the lead in assessing needs, developing the plan, prescribing instruction, and conducting the evaluation.

Sidney W. Brossman, Chancellor
California Community Colleges

New occupational programs are designed with dual objectives to provide specific education and training for a job and as the basis for advancement.

Many Community College programs are designed for one field with the specific core of knowledge generic to that field. An example is the associate degree program of social services. The core courses present background education and training suitable for persons desiring employment in agencies concerned with mental health, child welfare, corrections, rehabilitiation, etc. The core courses are also foundation education for the "continuum" in social work education.

Many states are making plans for this "continuum" by structuring programs in a sequence of education and training that allows the student to continue his education from the Community College to the four-year schools without undue loss of time and resources. This would eliminate the student from preparing for "dead end" jobs. Thus, these guidelines suggest the educational background needed for immediate employment as well as for transfer to a four-year institution, on completion of the associate degree or at some later date.

This suggested curriculum guide was prepared under a grant from the United States Office of Education. The two-year associate degree curriculum includes historical background and trends of the social services, course outlines, bibliography, and resource lists and teaching aids. These guidelines were prepared to assist Community College administrators and faculty in the development of an education and training program for persons currently employed who desire upgrading or retraining or for those entering the social service field.

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SOCIAL SERVICES

The basic purpose of this guide is to suggest ways to implement career education programs for direct service workers in the social services who usually are seeking their Associate of Arts or Associate of Applied Science degree. A secondary purpose is to aid administrators, faculty, and professional workers and employers in understanding the possible contributions to society that associate degree workers in the social services may make.

The increase in occupations stressing the giving of services to people has been one of the most recent changes in American employment patterns. Many of these occupations are concerned with the helping professions, often referred to as human or social professions, and are part of the large occupational category of social welfare. Thus, social welfare is the traditional over-all term for a cluster of occupations whose primary purpose is to enhance the social well-being or functioning of persons.

Among those persons assisted by such human services are the following: children and adolescents, mentally and physically handicapped, the educationally disadvantaged, minority groups who have been denied opportunities, agricultural workers, the aging, and others.

Although social work is one of the occupations in the cluster, social welfare, referred to as social services, involves more than one profession. Therefore, this guide outlines a generic approach to those professions which have many common psychological-sociological educational experiences. Although the program is termed social services, course concentrations include applied sociology and psychology, mental health, corrections, rehabilitation, applied anthropology, recreation, child welfare, and gerontology. Other occupations often suggested as a segment of the human professions, i.e., teachers assistants and health technicians, because of specific course orientation, will not be included.

Social service agencies employ workers who have attained varying levels of education. Five of them are:

- The aide or entry level: high school diploma
- The associate degree worker: Associate of Arts or Associate of Science degree
- Beginning professional level: Baccalaureate degree in a helping profession
- Advanced professional level: Master's degree
- Doctoral or research level: Doctorate

Although workers with associate degrees have been variously labeled technicians, technical workers, nonprofessionals, paraprofessionals, assistants or associates, this guide, to eliminate confusion, refers to this level of support personnel as the direct service worker or worker with the associate degree.

The increase in numbers of community colleges has been phenomenal--statistics indicate a new one is started every four and one-half days. Colleges in every state have expressed an interest in receiving a curriculum guide that will help them begin programs for the human and social services. Though it is recognized that each college, each community and each situation is unique, guidelines for these two-year programs should strengthen this important field of study.

To suggest career education at the associate degree level, this guide includes course outlines not only for the specific education required for employment but also course outlines for a pattern of general education that relates to and enhances the career pattern.

Although the guide is but one possible approach to the development of a social service curriculum, it does attempt to identify common objectives, goals, and principles which provide a common framework of ethics, knowledge, and skills which can be adapted to meet the individual needs of local situations.

The objectives of this publication, therefore, are to:

- Identify the commonalities found in the social services and establish a sequence of learning experiences.

- Provide a curriculum which will not only prepare students who wish immediate employment after the associate degree, but at the same time will help them develop educational habits that encourage continuing education either on-the-job or in further class studies.

- Improve articulation between two- and four-year institutions and graduate schools by outlining typical curricula at the community college level that will allow for student transfer from (a) one community college to another; (b) a community college to a four-year college; (c) one job to another.

- Inform college, agency, civil service and merit systems administrators of the abilities of the Associate of Arts graduate and suggest that new job classifications be made.

Thus, this guide serves four main audiences:

-- Post-secondary school administrators and faculty--to provide for them the basic goals, recommendations for student learning objectives, and units of information to be covered in each course to meet employment needs of agencies hiring graduates.

-- Administrators and faculty of four-year institutions which have programs in the helping services or in social welfare.

-- Civil service merit system administrators.

-- Agency personnel responsible for in-service training.

This social service associate degree program has been designed to serve existing and future needs of both students and community. The local administration and faculty, however, in consultation with an advisory committee should plan for the development of the program. The advisory committee should indicate the overall trends of the helping service occupations and the nature of the services to be rendered. In addition, they should, through good public relations, give broader visibility to the program as well as ensure students viable educational field experiences and future employment. The faculty, however, is the key to the overall success of the program. Although individual faculty members should demonstrate competency in education and experience in one of the helping professions, it is more important that the instructor possesses the ability to teach and to learn. He should embody, transmit, impart and translate into understandable terms the knowledge and attitudes of these professions.

Those in the helping professions have found that to give adequate service to clients the team approach is often most effective. Jobs which require various levels of competence and education have been identified and it has been found that the contribution of the associate degree worker is often crucial in team services. The jobs of the associate degree worker and the baccalaureate degree worker have been classified as basic direct service positions in the field of public social services.

Community college programs need greater compatibility with the programs of state colleges and universities. Basically, the same human philosophy, attitudes, values, and ethics should underlie the associate, bachelor's, master's and doctoral programs. But, though the concepts are the same, they must be translated into terms relevant to the experiences and training of the student at each particular level. Some of the associate degree workers may continue through the entire career ladder; others may find employment fulfilling their abilities and desires directly after graduation from the community college. Some may work after graduation and then return to a state college or university to fulfill requirements for an advanced degree.

BACKGROUND AND CONTEXT

HISTORICAL BACKGROUND

Until industrialization and urbanization changed the western nations from agrarian to industrialized societies the churches, individual families, friends, and neighbors, for the most part, took care of social needs and social problems of individuals as best they could. This method of helping members of the community, however, was found to be inadequate.

Toward the end of the 19th century, voluntary associations were organized to help those with social or financial needs. With the increase in population, it became necessary for the public to assume the responsibility for assisting individuals with social problems. During this period the public services or helping professions were born, which eventually required academic education in four-year colleges or graduate schools for full professional members.

Support levels of personnel in these occupations were trained at first almost entirely in the employing agencies. Such in-service training varied in depth and breadth, and of necessity had to concentrate on agency requirements. Many community colleges and some four-year institutions now recognize and accept responsibility for assisting in the education of the support personnel, often referred to as "paraprofessionals," in these service occupations.

Social work educators have given leadership and guidance in the field of social welfare education and will continue to serve in this capacity. The advantages of the community college aligning itself with professionals in the field are abundant. In the instance of social work, the Council on Social Work Education (CSWE) can confer status on the associate program; establish alignment with the professional degree programs and help secure acceptance of the status of the associate degree worker. Other professional organizations can perform similar functions.

Rapid societal change necessitates constant curriculum re-evaluations and adaptations. No aspects of the program should be viewed as constant. New role models, technical tasks, etc., are still being identified. Therefore, careful program planning and awareness of potential problems, plus the guidelines offered in this publication, will contribute to an orderly progress of program implementation as well as recognition, acceptance, and utilization of social service workers with the associate degree.

CONTEXT OF EDUCATION FOR THE ASSOCIATE DEGREE WORKER

The basic purpose of an associate degree worker program relates to the concept of career education and includes education for the whole person. The curriculum suggests specific values, skills, and knowledge needed in the vocation as well as the general education pattern. The context of this education is based upon the profession's values, i.e., those attitudes, standards, and attributes that the profession holds to be of worth. The chief value of the social service worker is the recognition of the worth and dignity of each individual: the importance of each person just because he is a human being. Social work and the

helping professions seek for the maximum realization of every person's human potential and of his right to determine the direction of his life. But these professions also have a concern for the overall society and for the responsibilities society places upon its individual members.

Persons in the helping services are acutely aware that people live in a social environment: a complex society made up of many institutions, organizations, and systems. People impinge upon each other, and the greater society and its demands impinge upon individuals. Social problems develop from the strains and dysfunctions found in modern society. Essentially the helping services worker attempts to answer two questions: How can the social or helping services work with people to enhance or maintain their social functioning? How can these services work with people to prevent social dysfunctioning?

Social workers and all the other human service professions are aware that social functioning is often inadequate, not necessarily because of the deficiency of any one individual, but because the social system itself has its defects and deficiencies. Workers in the social services are usually change-oriented. This change may occur in individuals, in groups, in communities, or in society. Broad social change is indicated and social service workers are committed to work toward this change. While the change is occurring, however, workers will also do their best to assist individuals in their present situations. In summary, the focus of education for the social or helping services is upon people--the human condition, and methods by which the over-all human condition can be improved.

Another essential element of education in the social and human service field is the continuum concept. This means that all levels of education for social service occupations must have the same practice theory, the same value system, and the same ethical code. Practice competence should also be a continuum, i.e., a sequence of on-the-job experiences going from the simple to the more complex and related to the teaching in the classroom.

GOALS

General educational objectives of the associate degree worker program are to:

- Prepare students for employment after the Associate of Arts or Associate of Applied Science degree.
- Prepare students for transfer to a baccalaureate degree-granting institution with maximum allowance for credit or resources.
- Prepare students to function as involved citizens in a democracy.

Learning goals include helping the student to begin to:

-- Understand people

-- Understand social systems (including social welfare systems)

-- Communicate in a helpful manner

-- Influence for needed change

-- Give needed services, including concrete help, encouragement, counseling, and referral to other community resources.

Significantly, these goals were found in related form in a number of definitive publications on undergraduate education dealing with social welfare.

TERMS

Community College

Although some groups retain the title of Junior College, the present usage of "junior college" had different meanings in the literature. This confusion was compounded by substitute terms such as "community junior college," "city college," and "public junior college." The term, "community college" has generally become recognized as a public institution which attracts most of its students from its surrounding area, and develops a wide variety of courses and programs of study in response to the needs of the local community. Thus the term "community college" in this document is defined as a post-secondary, two-year degree granting institution.

Social Welfare

For many people, "social welfare" is identical with the term, "social well-being." Social welfare functions through an organized system of services and institutions designed to aid individuals and groups: (a) to attain satisfying standards of life and health, and personal and social relationships which permit them to develop their full capacities; (b) to promote their well-being in harmony with the needs of their families and the community. It is in this broad context that the term is considered in the guidelines. Social welfare gives its benefits to citizens through "social services" and "social utilities." A "social utility" is a large complex mechanism available to all citizens as a right, needed by almost all citizens, and paid for out of public funds. There may be identifiable charges or taxes attached to the utility. Examples of social utilities are social security, unemployment insurance, or workmen's compensation.

Social Services

Social services are a network of services offered to persons to enable them to cope with or to prevent social, psychological or environmental problems. Such services include some forms of income maintenance, family services, child welfare, neighborhood work, and services to special groups such as the aging, the disabled, the disadvantaged, or members of society who are considered alienated. Also included are various services within an organization whose primary purpose is not the giving of social services, such as hospitals, schools, or correctional facilities. Services to the whole society are also often included as social services, such as efforts to change certain aspects of corrections or of social welfare (e.g., income maintenance).

Social Work

Social work is a profession within social welfare concerned with people as individuals, groups, or communities. The focus of social work is to enhance or maintain social functioning, which is viewed as an individual's or group's coping behavior in relation to life tasks or environmental demands. The profession's emphasis is upon the welfare of individuals, but because it recognizes that often social conditions are the root cause of the breakdown of an individual's or group's ability to functions socially, the concern is not only with persons, groups, or communities in their specific social situations but also with societal changes necessary for improving social functioning.

Helping or Human Service Professions

Helping or human service professions are those professions whose major aims attempt (1) to assist persons in their social or psychological functioning; (2) to assist society in its mandate to give service to its people; and (3) to set limits or boundaries for behavior considered harmful to society. Health and education are helping professions which, because of their sheer size, are sometimes deleted from this list. The helping professions considered in this guide are social work, psychology, mental health, public health, corrections, social and vocational rehabilitation, recreation, child welfare and gerontology.

Corrections

Corrections is used as an all-inclusive term referring to all of the various processes whereby society attempts to carry out the correction and rehabilitation of the delinquent or convicted offender. The primary components of corrections are the treatment processes of probation, institutionalization, parole, and specialized community treatment programs.

Child Care and Development

Child care and development, part of the larger field of child welfare, concerns the physical, social, emotional, and mental development of the young child and the influence of cultural environment on individual differences. Day care centers, developmental clinics, foster homes and treatment facilities aid in child care.

Rehabilitation

Rehabilitation services provide means of restoring disabled persons to useful places in society. The disabilities may be physical, mental, emotional, social, or vocational, and the re-training may be therapeutic, correctional, or vocational.

Gerontology

Gerontology is the social science dealing with the societal aspects of aging. Gerontology is concerned only peripherally with the medical aspects of aging (geriatrics).

Mental Health

Mental health identifies persons with mental or emotional problems and not only seeks to rehabilitate such persons, but also to determine societal causes for extreme deviations from the norm, and to eliminate or alleviate these causes. Mental health is concerned not only with individuals or groups, but with communities and with whole societies. Problems of mental health include delinquency, drug abuse, alcoholism, suicide, dependency, and mental retardation.

Education for the Helping Services at the Associate Degree Level

Education for the helping services is education and training at the associate degree level, usually given in a community college and often accompanied by agency in-service training. Such education results in a certificate or an Associate of Arts or equivalent degree.

Continuing Education

Continuing education refers to a life-long learning process that includes both work and additional courses in school. It is often a shared responsibility of the educational institution and the agency giving in-service training. The term usually connotes (a) short-term conferences, seminars, or institutes; or (b) college courses given either with or without credit which may lead to a degree. The certificate program (approximately a year in length) is open not only to personnel before employment, but also to experienced practitioners as a continuing education effort. Social service workers thus can integrate work experience and learning.

Career Education

Career education is a comprehensive, systematic, and cohesive plan of learning organized in such a manner that youth at all grade levels...will have continuous and abundant opportunity to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individual and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment. Career Education...a shared and unending responsibility of all professionals in education... involves input from--and relationship to--all subject-matter disciplines and all supportive educational service.*

Differential Staffing

Differential use of staff in the social services refers to the placement and utilization of personnel within the agency organization. Persons with varying educational background and personal abilities are selected and assigned to perform specific social service tasks so that clients and agencies will have optimum achievement of objectives.

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* Wesley P. Smith, State Director of Vocational Education, California. "A Bridge to Relevancy in the Public Schools," 1971.

THE PROGRAM

NEED

The need for a program to educate associate degree workers is related to overall changes in the helping professions. A review of the literature and manpower surveys indicated the need for more effective means of service delivery, requiring an increase in manpower. Manpower shortages in these professions will only be resolved if persons trained at different levels of expertise are used in an optimum manner. The basic principle suggested was to use that worker who could best help the client to realize his goals, and the agency and society to achieve their goals. This is referred to as the differential use of staff.

Promising signs point to increased agency and institutional use of the associate degree graduates as their education and training become more relevant to their roles and functions. To aid the helping services in attaining a more effective delivery system, complementary roles for personnel must be designed and classified. The team approach has been proved effective, using both professionals and paraprofessionals as support personnel. Therefore, the educational challenge for the community colleges is to develop a wide variety of curriculum options that will train persons for the support personnel roles in the helping services.

The associate degree worker program may be used as one new training model for a population segment which has not previously had an opportunity for higher education. Among the new job classifications in the helping services that are being developed, one model, involving the "New Careers" concept, helps the disadvantaged to be trained through simultaneous on-the-job training and education for entry level jobs. Since the concept of emerging careers is constantly being broadened, the community college--the open door college--is an excellent key to helping persons attain entry-level positions and opportunity for job advancement. The philosophy of linking learning to experience and of gearing education to life styles fits well into the basic tenets of community colleges: meeting society's needs, and opening new opportunities to those usually denied a place on the career ladder. The Associate of Arts or of Applied Science degree can become a means of meeting these needs.

NEW PATTERNS OF GIVING SERVICE

Students educated in community colleges are part of the new source of manpower. Intensive research is taking place concerning societal needs, client needs, new patterns for the delivery of services and new agency functions. Also there has been recent research concerning basic tasks and roles of personnel. A challenging opportunity awaits community leaders, agency and organization personnel at all levels, federal and state consultants, and clients (the consumers of the service) to explore and evalute together what must be done to meet basic societal and human needs. The community colleges have the opportunity to assist by initiating such evaluation. Results should be used to determine state and national policy. Where such studies have been conducted, the findings indicate that the traditional tasks assigned to certain levels of personnel do not appear to fit the needs of both clients and employing agencies. Such research should

result in a new list of priorities to include a definition of needs and tasks, including many needed social service functions which have been either neglected or invisible. These studies have clearly shown that personnel at both the aide or associate degree level are needed to meet client and societal priorities.[4]

New patterns for service delivery are emerging. The traditional pattern was to have one client assigned to one worker. The next modification was that one type of client (e.g., the aging) was assigned to one worker. Then came the pattern of selecting workers to help clients according to the "difficulty of the task or the magnitude of the problem."

One emerging pattern is the use of teams to give service. An intensive research effort concerning the use of associate degree workers reported that in family and child welfare service agencies these workers, as team members, both assisted clients and helped the agency. Generally, the teams are under a supervisor who assigns certain work to the professional worker and certain work to the associate degree worker. The associate worker is often a specialist in such aspects as employment or housing. Another method of deploying personnel is the "episode of service..." assigning workers not according to specific types of client, case or service, but rather providing the specific types of service needed by that particular client. Where practiced with intelligence, understanding, and commitment, the use of teams, according to the episode of service criteria, has been remarkably successful.[5]

RESPONSIBILITIES OF COMMUNITY COLLEGES FOR EDUCATING AIDES AND TRAINEES

This guide is primarily oriented toward a program leading to the associate degree rather than planning for a short-term certificate or mini-course program. Nevertheless, many persons may be trained for gainful employment, yet never receive a degree. Many community colleges have certificate programs to prepare students for entry-level jobs in social services. These students who have life experience and motivation often can be placed immediately in a public service job. Entry level jobs, termed Level I, are often designated as Trainee jobs. The Trainee can be trained for his job through in-service training and released time for college education. Later, by continuing his education, an Associate or Bachelor's degree may be secured.

A challenge to community colleges is to determine where they fit into the pattern of training the aide or Level I worker. These training programs should be a cooperative effort, and should include high schools, industries, agencies, community colleges, and higher educational institutions.

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4 Betty Stacy Jones, "Nonprofessional Workers in Professional Foster Family Agencies," in Source Book of Teaching Materials on the Welfare of Children, (New York: Council on Social Work Education, 1969), pp. 115-123; Harold E. Simmons, Work Relief to Rehabilitation, especially pages 9-43, and 409-412.

5 Robert L. Barker and Thomas L. Briggs, Using Teams to Deliver Social Services (Manpower Monograph No. 1). (New York: Syracuse University Press), 1969.

Community colleges are increasingly seeing their role as the educational institution which will encourage and coordinate educational efforts for all citizens over eighteen years of age whether they wish to receive a formal associate degree, transfer to a four-year college, gain new skills, or upgrade old skills.

Nevertheless, there is an unresolved educational issue in educating aides and associates. Should emphasis be upon pre-training or in-service training? Although the responsibility of the community college to pre-train workers seeking an associate degree is clear, the responsibility to share in in-service training is less clear. Associate degree, or Level II workers, are usually pre-trained, at least in part. Their educational experience is both technical and pre-professional. Level I in-service training tends to be more technical and vocational. This publication is concerned with educating Level II workers. Possibly future guidelines need to be established concerning the training of Level I students.

CAREER LADDER AS CONTINUUM

The Social Welfare Career Ladder incorporated in this guide is tentative and experimental. One of several possible models, it is based on references in the social welfare manpower bibliography: particularly Barker and Briggs, Jean and Sidney Fine, Jones, Meyer, Sobey, Teare and McPheeters, and the monographs published by the Western Interstate Commission for Higher Education (WICHE).

In this model, four levels of workers are described, reading from the bottom up:

- Trainee or Aide--no formal education--Level I worker
- Associate--Associate degree in social or human services, or equivalent--Level II worker
- Beginning Professional--Bachelor's degree in social welfare, or equivalent--Level III worker
- Advanced Professional--Master of Social Work or equivalent--Level IV worker

Each level is designed to describe an individual fully competent at that level, not a beginning worker.

This Ladder is termed a Continuum because it allows for promotion from one level to another, i.e., for vertical mobility. It also provides for horizontal mobility in that an individual adequately trained in one level can move from a job in that level to another job in the same level without beginning training for the new job (though in-service training may be needed).

The Ladder relates to the developmental concept: i.e., researchers considered the needs of the public and of service-oriented and system-oriented objectives, and based their job descriptions on these needs and objectives. Also, the actual tasks now being performed by persons with various levels of education and experience were studied.

TENTATIVE CAREER LADDER

EXAMPLES OF TYPICAL WORK FUNCTIONS**	
Organizational or Administrative Responsibilities	Service Responsibilities to Consumers and Clients
LEVEL IV. ADVANCED PROFESSIONAL, SUPERVISOR, OR SPECIALIST	
Team Leader and/or Coordinator (Social Work or interdisciplinary) Supervisor Program developer--local or state level Program specialist: staff developer or trainer; community planner; consultant to policy makers and administrators; specialist in particular problems: e.g., poverty, aging, corrections, mental health Director (administrator) of middle-sized unit	Provider of advanced social work with individuals, groups, or communities Advanced clinical specialist Advanced behavioral change agent College instructor (2 or 4 year colleges) Researcher and program evaluator
LEVEL III. BEGINNING PROFESSIONAL PRACTITIONER	
Supervisor of associate degree personnel Director of local or decentralized unit Specialist member of human services team, giving direct professional service Coordinator (with supervision) of local social welfare team Contact person with other agencies and disciplines	Giver of direct professional service to individuals, groups, communities Behavioral change agent Specialist in specific problem area, e.g., locating foster homes or group living facilities
LEVEL II. ASSOCIATE DEGREE WORKER	
Manager of small local unit Lead man and/or teacher for beginning career personnel (trainees, aides, etc.) Member of agency or interdisciplinary team Liaison person between groups of clients and agency, or small or informal community group and agency	Provider of direct, specific services to individuals or groups Provider of support and encouragement to clients Behavioral change agent, under direction, e.g., encouraging or enforcing agency norms
LEVEL I. AIDE OR ASSISTANT	
Informal instructor or "model" to peers (after appropriate experience) Liaison person between client and agency	Provider of clearly defined, specific services under supervision Behavioral change agent, e.g., monitoring, or teaching simple tasks
HUMAN SERVICES TRAINEE	Provider of direct services, under careful supervision, with emphasis on training

*See previous pages for explanation re Career Ladder
**Each level describes a fully competent worker at that level, not a beginning worker.

TABLE 1 (Continued)

I N S O C I A L W E L F A R E *

ACCREDITATION & EDUCATIONAL REQUIREMENTS	ENTRY AND/OR PROMOTION LEVELS FOR INDIVIDUALS	
Resonisibility for Accreditation Responsibility for Education	Education OR	Equivalent
----------(Specialist or Supervisory/Administrative Level)		
Council on Social Work Education (CSWE), regional bodies, and Department of Health, Education, and Welfare (HEW) Universities with accredited programs	Master's Degree (Master of Social Work or equivalent	Combination of education and experience which results in attributes usually gained from graduate education (leading to Master's Degree)
----------(Direct Service on Professional Level, Lower Level Supervision)		
CSWE and Regional Accrediting Body and HEW Four-year recognized college programs	Bachelor's Degree with major in Social Welfare or equivalent	(a) B.A. degree in other than Helping Services or Social Welfare; experience and approved in-service training and/or academic courses for promotion with social welfare OR-- (b) Substitution of experience, in-service and academic courses for a B.A. degree
----------(Direct Services on Supervised Task-Oriented Level)		
Educational institutions, prospective employers, with consultation from CSWE and State Education Departments All institutions offering associate degree programs in human services, or equivalent	Associate Degree, concentrating in human/helping service or equivalent	Life Experience: substitution of relevant training and/or experience for A.A. degree (as case aide and a combination of in-service training and certain academic courses)
----------(Direct Services on Closely Supervised, Task-Oriented Level)		
Agencies, junior colleges, and career programs. No specific educational requirements except ability to read and write. In-service training for specific tasks.	High school or less	(a) Completion of training as a human-services trainee OR-- (b) Desirable life experience and personality traits

PROMOTION LADDER

Level I and II workers both give direct service as technicians or paraprofessionals, but they differ in educational requirements. Level I worker educational requirements are high school or less; the Level II worker requires an associate degree. For the Level I worker, experience and personality traits substitute for education.

Criteria for selection of Level I workers usually include: personal knowledge of lower class culture, such as living and working in lower class neighborhoods; maturity (at least age 25); ability to understand and act as a mediator between former and new cultures; experience in working with change. Desirable personality traits include flexibility, spontaneity, enthusiasm, and commitment. Other workers in the Career Ladder may possess the same attributes, but they also have the advantage of academic as well as in-service training.

Determining the optimum level of worker to achieve client and system objectives is complex, depending on many factors. One system for determining the best choice of worker is by examining worker tasks and evaluating these as to difficulty. Although the ranking of tasks is difficult, using worker titles (often called worker roles) is even less efficient. They are usually rather general such as: "giver of direct service," "resource finder," "manager," "counselor," and "teacher." Worker titles that sound similar may describe very different clusterings of tasks.

An example of differentiation by task components demanding varying skills is shown in the Ladder by the title "Specialist in a Problem Area," listed at both Levels II and III. The job title or description is much the same, but the Level III worker often finds that locating and supervising foster home and group living facilities is far harder than finding certain specific jobs for individuals. Therefore, a differentiation in worker level results. Conceivably, however, finding jobs for disadvantaged persons might be complicated indeed, requiring intimate knowledge of communities and industries, and the use of advanced community organization skills, thus a Level IV worker would be needed. Therefore, while all personnel systems must at times use descriptions of worker tasks to determine worker level, this method of differentiation has not always been successful.

A second method to determine optimum worker levels to achieve system and client objectives uses three criteria:

1. Autonomy. How much independence does the worker have, with accompanying responsibility for results?

2. Risk. How much can the client be harmed if the worker makes a mistake?

3. Complexity and specialization of knowledge and abilities. How much should the worker know? How specialized and difficult are the skills and abilities required?

As an example of applying these three criteria, the tasks and roles of Level I and Level II workers differ in these ways:

-- Degree of prescription vs. independent judgment and discretion. Beginning aides or assistants do the prescribed tasks under careful supervision. Level II workers may be given several choices as to procedure and sometimes as to tasks; thus they perform tasks requiring some degree of discretion and independent judgment.

-- Risk to client if a mistake is made. Since Level I workers are more closely supervised, responsibility for performance does not rest on the worker, but on the more highly-trained and experienced supervisor who judges degree of risk.

-- Complexity and difficulty of task. Level I workers are usually concerned with only one individual at a time; Level II workers may deal with groups having similar problems. Level II tasks often have many more component parts than Level I tasks. Education required for Level II tasks includes values, knowledge and skills which take a full two years to acquire.

One term describing certain worker roles is used at all levels, and may cause some difficulty--the term "behavioral change agent." To clarify misinterpretation, the term in essence describes the activities of all persons who work in the helping professions and their influence on other people's actions. However, the scope and tasks of this role change drastically for the workers at different levels. In this career ladder, lower level workers focus upon observable change; i.e., upon helping persons to act or behave overtly in certain ways. Fully competent Level III workers may help clients with some interpretation of the meaning of their behavior; while Level IV workers may, when appropriate, focus on helping a client gain insight into his behavior and thus achieve attitudinal and sometimes character change.

The Career Ladder itself basically has three columns: the left hand page indicates typical worker functions. The first column in the right hand page lists sanctions and accreditation to practice, plus responsibilities for standards and education; the last column describes entry or promotional levels for individuals, i.e., educational requirements or equivalent.

The left hand side of the chart deals with worker functions--what workers do to keep the system running. All occupations dealing with people have two main functions: (a) giving of direct services to people, in this case to clients or consumers of the services; (b) indirect services through keeping the system or organization running so that it is capable of giving services to people. System maintenance is described in Column I as "Organizational or Administrative Responsibilities;" direct services to people are described in Column II as "Service Responsibilities to Consumers and Clients." Analysis of worker roles and tasks indicated that all personnel in the social services fit naturally into one column or the other. For example, some social workers with a Master of Social Work degree will continue to provide direct service to individuals, groups or communities, since not all advanced workers desire administrative or organizational positions. Furthermore, the giving of direct service may not be to a "client" as most persons understand that term. The consumer of services of the teacher is the student; of the researcher, the agency itself.

There may be questions concerning educating BA graduates for beginning professional practice. These questions are outside the purview of this publication, though educating BA personnel for beginning profession practice has been endorsed by both the National Association of Social Workers and the Council on Social Work Education.

The Equivalence for Education column, however, applies directly to the preparation of Level II workers, which is the responsibility of this guide. Is it possible for persons to substitute in-service training, independent study, extension courses, life experience, etc., for an Associate degree, so that they will be deemed to have an equivalent to that degree; and can this equivalence be determined by appropriate promotional examinations? A few states have this equivalence feature in their promotional ladders. Certainly the rapidly changing educational patterns in the current scene make it unwise to predict the future. It would appear that the United States will remain a credentialled society, but it also appears that in the future many more choices for routes of education and/or promotion may be opened. Though most persons probably will advance through a career pattern of periods of work followed by periods of academic study, the formal academic route should not be the only route to secure credentials or promotion. If the Career Ladder is to be a continuum, more than one way to promotion is needed. The very exceptional person might achieve promotion from Level I to Level IV without formal degrees. Such a progression should be based on what one knows and can do, and not entirely upon the degrees held. Through in-service training, self-study, academic courses, and experience, repeated promotional examinations might show that this exceptional person possessed the degree of competence which should allow him to advance from the bottom to the top. Academic experiences should be planned so that an individual can get credit for previous study when he seeks to transfer to the next highest academic level.

KNOWLEDGE, ATTITUDES, SKILLS, AND ABILITIES

This publication is based upon the concept of the continuum in education for the social services. The continuum is well defined by Daly:

> The same general knowledge base, the same practice theory, and the same value system and ethical code must permeate all levels of education for social service occupations, from an adult-school course for homemakers to a professional social work methods course.[6]

The continuum concept holds true in education, practice competence and work experience, and promotion.

This publication is the first attempt in social work education to define the continuum--basic concepts, values, and abilities--from the bottom up.[7] While there is more unanimity at present than a few years previously as to the basic

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6 Dorothy Bird Daly. "The Future Baccalaureate Degree Social Worker: Implications for Social Work Education," in Continuities in Undergraduate Social Welfare Education. (New York: Council on Social Work Education, 1969), p. 49.

7 Gore, Op. cit., pp. 11, 13.

parts of the continuum, the attempts of this guide must be considered experimental, tentative, and exploratory.*

Table 2 enumerates the basic elements of the continuum and includes: knowledge, values and attitudes, and skills and abilities.

In human service occupations, attitudes and basic abilities in working with people are equal in importance to knowledge. Practitioners in the helping professions have found that an individual will fail to be of service to other human beings if he does not recognize, practice, and develop abilities to work with people. These abilities, in turn, depend upon individual attitudes.

For example, mutuality is such an attitude. The student learns the interdependence of people: persons on our crowded planet are increasingly dependent upon one another. The more complex and urbanized the society, the more interdependent we all become. Mutuality also means a respect for differences among persons. It means that society has responsibilities toward people, but people, in turn, have a responsibility toward society. Above all, mutuality means that the worker seeks to work with the client to meet the client's goals. Further discussion of attitudes and the values from which attitudes flow is found in the section on the curriculum.

The skills and abilities which the associate degree worker acquires are often varied and far-reaching. Three basic kinds of ability are (a) ability to use knowledge in the helping process; (b) general abilities and skills in working with people; (c) specific abilities and skills for specific on-the-job training assignments and in the various fields of practice. These can be elaborated for the community college level as the beginning ability to:

- Use knowledge of people in planning and in carrying out plans
- Work with people, both individuals and groups
- Use oneself in working with people
- Fit into complex organizations; master the tasks and procedures required by these organizations
- Apply knowledge of a specific social setting (such as certain urban areas) to the task assigned
- Select and use specific techniques or skills in helping people
- Influence and act for social change

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* Reactions, questions, and accounts of experience are welcomed. They may be sent to:

Specialist in Public Services Occupations
c/o Office of the Chancellor
California Community Colleges
825 Fifteenth Street
Sacramento, CA 95814

TABLE 2.

Tentative Summary of Basic Core Areas in the Continuum of Social Service Education

1. Human Behavior and Social Functioning
2. Social Environment and Social Systems
3. Social Welfare as a Social System
4. Person-to-Person Relationships
5. Ways of Helping People:
   - Delivery of Services to People
   - Methods and Techniques for Delivery of Services
6. Resources to Help People
   - Knowledge about, and Use of:
     - Agency
     - Community
     - Self
7. Group Process and Group Leadership
8. Social Change Goals and Strategies
9. Values in the Helping Services
10. Abilities and Skills at Various Levels

These abilities are part of the continuum concept. How these somewhat general abilities can be used in specific situations is indicated in the following list of skills and abilities prepared by workers who were actually performing tasks on the associate degree level:

- Communicate effectively with individuals from varying backgrounds
- Cross barriers of culture and/or language between the client, the community and the department
- Convince clients to seek needed medical attention
- Provide needed follow-up contact with non-service or unassigned clients
- Provide for emergency child care services
- Work with community groups
- Reach, draw out and aid difficult or withdrawn clients
- Communicate effectively with other staff members
- Evaluate departmental decisions in light of community needs
- Conduct surveys and gather data
- Counsel clients in the area of good household management
- Relate to the community being served and correctly interpret departmental program policies
- Interpret agency policies, limitations, etc., to client
- Counsel clients having difficulty understanding the policies and procedures of large bureaucratic structure with which they are concerned
- Draft preliminary reports[8]

In general, the student needs to acquire abilities to work with client systems, i.e., individuals, groups, or communities he is seeking to help. He also needs to work with instrumental systems, that is, agencies and groups who can be instrumental in assisting clients. He needs to know how he, with others, can influence social change. The challenge presented to him should be to work toward the summation of full development of his abilities. Abilities will be discussed further in the courses on Field Instruction.

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8 Material prepared from a seminar in 1969 by Charles Gilmore, Director, Division of Social and Behavioral Sciences and Human Service Careers, Community College of Philadelphia, Pennsylvania.

Students bring to their educational experience their own culture, ethics, and the philosophy of their ethnic groups. The United States is a pluralistic society. Students should be given the education and experience to help them to function as informed and concerned citizens, but they should also be allowed to maintain their own culture and their own innate integrity and ability. Also, students should be exposed to the attitudes found in the helping professions which are, in summary: to believe passionately in people, to believe in the elimination of inequities, to believe in the concomitant responsibility of persons to contribute to society.

TASKS

Tasks of workers in social services should be related to the needs of society and of the particular employing agency. Educators should ask themselves: What behaviors does the student need to exhibit at the end of each course of study? Task statements, expressed as learning objectives, can be stated as the knowledge and ability to:

- Perform adequately as a staff member of an agency or organization
- Give designated service to an individual or group in line with the agency's function. In relationship to assessment and planning, the worker will recognize client strengths and weaknesses, analyze simple situations, and plan services. In service delivery, the worker will learn how to communicate, perform specific services, utilize resources and interpret situations and policies. He will learn to interview, to make verbal or written reports, to use group process, and to lead groups.
- Perform agency tasks related to other agencies
- Contribute to social change efforts on a local basis

Broad, general tasks of Associate degree or Level II Workers include:

- Determining eligibility for social services
- Giving concrete services
- Detecting needs, giving information, referral and follow-up
- Assisting clients in social functioning
- Helping clients reach their goals
- Providing social and/or legal control
- Working as a member of rehabilitation teams
- Helping others to understand client problems and society's problems
- Working toward social change

It should be recognized that the Associate Level II Worker will be working directly with clients: groups, communities, or individuals. Duties involve far more than direct services and are often varied and sometimes quite complex. Both case work and counseling tasks are now being assigned. These tasks can be accomplished if the worker is well-trained, if his roles and relationships with other members of the team have been made explicit, and if he has been well-supervised. For specific tasks, see Appendix, Chart IV. Examples of typical titles of workers in client systems, compiled from actual job and task descriptions for associate degree workers are:

- Public Service Worker
- Social Service Worker
- Mental Health Worker (Mental Hospital)
- Mental Health Worker: Alcoholism (Community Clinic)
- Neighborhood Aide (Gerontology)
- Child Care Worker
- Rehabilitation Worker (Corrections)
- Community Health Worker (Public Health)

GENERAL CONSIDERATIONS

ADMINISTRATIVE SUPPORT

The attitude of the college administration is of great importance to the success of the associate degree program. It is essential that the administration be in sympathy with the program and support it both financially and administratively.

Placement of the program in the correct department is important. The program should have autonomy, however structured. These programs often fare better if they are part of a department that emphasizes career or practice aspects, such as a department of Human Services, Public Services, or Helping Services, or a Division of Applied Social Science. Placing the program within a purely academic division may put the emphasis upon theoretical knowledge rather than practice aspects.

Program placement should allow for broad orientation. While recognizing that social work may be the "parent profession," educators have found that the same curriculum can prepare workers at the associate level for a number of social service professions, with career options in corrections, child welfare, mental health, and public (community) health, rehabilitation, gerontology, etc. A broader orientation also provides more sources when applying for funds, makes for a stronger department with more students who will have the advantages of an interdisciplinary faculty, and gives better "visibility" of the program to both college and agencies.

The social or human service program must be separately listed in the college catalog and occupational options clearly listed and described, so that each option will have individual identity.

Programs in the human services are costly. Although laboratory expenses may be slight in comparison with some departments, faculty expense is considerable, for experienced and adequately educated faculty must be employed. Furthermore, the traditional ratio of classroom hours per instructor is not an adequate criterion for the number of faculty hours actually spent per week in this program. To determine faculty loads a formula is needed comparing the number of hours consumed in non-classroom activities as compared with actual classroom teaching. Responsibilities of faculty teaching social service programs include:

- Recruiting students
- Counseling and assisting students
- Developing instructional work experiences and evaluation procedures
- Working with the Advisory Committee, community agencies and merit systems for the development of new job classifications
- Evaluating curricula and improving essential class and laboratory activities
- Working with community groups for needed social change

Most programs find that many faculty persons are doing these essentially administrative tasks plus classroom teaching, curriculum development, and intensive educational advising of students.

The responsibility for pre-planning and administering the program should be assigned to a director or coordinator whose first duties involve community development and research. He, with the Advisory Committee, assesses need and evaluates proposals for implementing the program. He often has multiple functions; as program administrator, teacher, liaison person with administration, and sometimes coordinator of field instruction. He obviously needs adequate administrative and clerical assistance to coordinate such a program.

Administrative support should also be shown through providing adequate teaching and office space and funds to purchase satisfactory library and other teaching materials.

ADVISORY COMMITTEE

Community involvement and support plus administrative backing are essential aspects of program planning and implementation. Need for the program is often determined by an Advisory Committee representing the community. The Advisory Committee is usually composed of agency and government representatives, educators from other colleges (especially four-year colleges in the area), community representatives and clients or former clients, and students. This committee can assist not only in the development of curriculum but also by providing resources for student field placement, helping both in recruiting students and in placing graduates in jobs, conferring with merit and civil service systems concerning creating jobs for graduates, and, in general, keeping the college informed of changes in the community and in agencies. This committee also interprets the local institution to the community.

Members of the Advisory Committee, who usually serve for one or two terms, are unpaid and act in an advisory capacity as interested citizens. Though they have no legal status, they provide invaluable assistance. The dean of the division or the coordinator of the department is ordinarily chairman of the Advisory Committee. Most committee members are busy people and meetings should be called only when committee action can best handle a task or problem. A general rule, however, is to meet at least two or three times a year.

In urban areas the need for human services is often extensive. The committee can help school administrators obtain funds either locally or at state and federal levels. Besides helping graduates secure employment and evaluating their performance, the committee can suggest to the school minor modifications which more closely relate the program to employment requirements. To the community and general public they act as interpreters and advocates of the program and sometimes as buffers between the community and the school or the students.[9]

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9 For further information on Advisory Committees, see The Advisory Committee and Vocational Education, published by the American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005.

FACULTY

It is desirable to have full-time instructors, chosen from social and human service fields. At least one instructor should be a social worker, in charge of field instruction and sometimes of the entire program. Interdisciplinary faculty can strengthen the department, particularly if faculty are given enough time for sharing of objectives and concepts. If it is necessary to employ part-time staff, these persons should share in faculty meetings and in student advising and should be compensated for this time.

The "ideal" faculty member will have a deep commitment to the values and aims of the human service professions. He will have a realistic knowledge of cultures and an ability to work with subcultures, including the college culture. He will have a knowledge of the community and be aware of its problems; and he will know the agencies and organizations--their services, constraints and limitations, as well as their strengths. He will have a wide range of conceptual and practice knowledge and will know what is involved in the learning-teaching experience. He acts as a role model for students and has an ability that enables him to share his values with them.[10]

The major responsibility of the faculty is to facilitate student learning. Faculty must teach so that relevant and viable educational experiences are achieved by all students. Also, faculty must develop a curriculum to respond to student, community, and societal needs which incorporates a sequence of significant learning experiences. In addition, they should actively participate in the counseling of students and consulting with them concerning their program and career development. One of the faculty members should have the responsibility of coordinating field instruction, including teaching a practicum seminar. All faculty should seek to evaluate both student learning and their own teaching and to grow personally as teachers.

Team teaching is often helpful. The teaching staff can be organized into a unit with teaching tasks assigned according to the instructors' individual abilities and career emphasis.

Students in many schools have an active role in administration and curriculum planning. As consumers of these services, students should be on school councils. Also, they should help in evaluating the practicability of the curriculum and in assessing their own learning experiences.

RESOURCES AVAILABLE FOR PLANNING AND ADMINISTERING

Besides the Advisory Committee, other resources to strengthen the program should be explored. These include professional and educational organizations, such as the American Association of Junior Colleges and the Council on Social

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10 Ernest Witte. "Student Wisdom and Values: The Positive Force of Disaffection," in Social Work Values in an Age of Discontent, ed. by Katherine A. Kendall (N.Y.: Council on Social Work Education, 1970), pp. 97, 98.

Work Education; state and federal government departments who will assist in planning, securing materials for schools, and indicating resources for extra funds; local groups and individuals concerned with social problems, professions and services; and finally, persons familiar with urban neighborhoods and social problems, including clients and former clients, neighborhood and ethnic leaders, and graduates of the department. (See Appendix for additional list.)

STUDENT RECRUITMENT

Student recruitment for the helping services can be innovative. Some colleges, by offering campus-based child care programs, are recruiting women with small children. One state has a "Share-a-Job" program where two people fill one job, each on a half-time basis.

Students coming from minority racial and ethnic groups are greatly needed. Continuous cooperative recruitment efforts to use minority leaders for the Advisory Committee and faculty can help to increase the numbers of such students in the program. The Advisory Committee can spearhead an active college recruitment program, including the interpretation of the educational goals.

Much recruitment is done by graduates of the program who tell others of the educational and job advantages. High school Career Days attract large groups of students wishing to inquire about human and social service jobs.

The first semester is often designed as career education to help students test careers. Students are exposed to a variety of social services, not only by the instructor and books and magazines, but through field trips, observation of persons actually engaged in the helping services, films and audio-visual aids, and interdisciplinary teaching methods. At the end of the semester, students should be able to elect to transfer to a different option or major with little loss of credit.

SUPPORTIVE SERVICES FOR STUDENTS

Educational advising is essential to this program. It includes counseling students as to what courses to take, evaluating and constructing career plans if a student is to transfer to a four-year college, and answering the many student questions concerning careers and courses. Many colleges assign each student a personal educational advisor. A second type of advising, career advising, includes helping students evaluate individual interests, aptitudes, and abilities to determine the career or career options of greatest interest to him. One of the basic questions is: Does the student wish to stop at the end of two years in order to secure employment or to go on to a four-year college? Knowledge for career advising must be kept up-to-date.

In addition, employment advising, sometimes done by the college placement service, is many times a function of the social service department or a joint responsibility between the two. New programs may find it necessary to have the specific social or human services department take an active role in securing employment for its graduates.

The administrative plan concerning faculty advising should include a specific, written, descriptive procedure for counselors and faculty. The routine should allow sufficient time to help each student know who his counselor is, where and how to obtain career education information and job placement information, and how to contact the teaching faculty. This descriptive information improves individual faculty and counselor's attitudes and helps alleviate student fears.

Personal counseling (often called "guidance" in high school) is an additional type of supportive service for students and will be discussed in detail later. Obviously, any advising takes considerable time. Therefore, all faculty should plan regular office hours when students may see them without appointment. Administration should include sufficient faculty advising time when planning the workload for instructors.

EVALUATION OF THE PROGRAM

Periodically, any enterprise must look at itself and take into consideration where it is going and how it is doing. General evaluation should include answering such questions as: Are the objectives being met? Are the students provided with the kind of education which meets their personal needs and job needs? Are the students securing and holding jobs? Are the graduates considered competent by the agencies employing them?

Each school needs a simple way of keeping in touch with students after they leave the school. Follow-up studies will help the department know if the students are transferring to four-year colleges or getting and holding jobs; also, the department should know how students feel concerning the adequacy and efficacy of their education program and how it might be improved.

Both faculty and students should participate in evaluation. Based on practical criteria, students should be asked to assess their learning experiences for both class and field work. As part of the educational process, they should be asked to rate themselves in conjunction with their agency and practicum seminar instructors. The personal educational advisor can aid students in the evaluation process. (See Appendix for examples of evaluation forms.)

THE CURRICULUM

INTRODUCTION

Building the curriculum is the core of any successful innovative program and takes careful planning, sharing, selecting, and evaluating by a planning group composed of administration and faculty, the Advisory Committee, and students. This planning group should identify the basic education objectives and course content: values, knowledge, practice principles and skills. Each core course should complement other subjects in the curriculum sequence and form a foundation for more advanced courses.

Basic issues and decisions concerning curriculum planning for the social services include: (1) Should the curriculum be designed for specific occupational groups--e.g., child care workers or workers with the aging--or for a more general educational experience? Although specific content may assist in quick attainment of employment, obsolescence occurs rapidly as occupational requirements change; (2) Should the program be designed as the foundation for a specific profession, such as social work, or for a cluster of occupations in the human or helping service professions? If the program is closely connected with a specific profession like social work, several occupational options should also be planned. One of the advantages, however, of a general designation such as helping or human services is that many beginning students have not committed themselves to any one profession and prefer a more general education with a broad career orientation.

A third issue in curriculum planning concerns the knowledge, abilities, and skills that should be the goals of student learning. At present, studies indicate that the content of associate degree courses varies considerably. However, an associate degree worker needs the ability to assess objective facts as he perceives them, e.g., recognizing client strengths and weaknesses; to analyze simple situations, and to plan how to assist clients through giving practical services. The associate degree worker also needs to learn to communicate, to perform needed services, to interpret situations and policies, to utilize resources, and to evaluate results.

Finally, curriculum planning involves learning how to modify curriculum as changes occur. No one actually knows what changes will occur, only that chang is certain. The trends for the next few years may include:

- New job classifications and services, not yet identified.
- The necessity to deal with an increasing complexity in organization and government. Because of the growth of population and urbanization, an increase of governmental regulation and governmental involvement with individuals seems inevitable.
- A more sophisticated clustering of tasks appropriate to various occupations in social welfare and for various levels of workers within the occupations. Such an analysis under the direction of Jean Szaloczi Fine, of the Federal Social and Rehabilitation Service is to be concluded in 1973. It is possible that when Fine's study appears, this guide may need revision.

PROGRAM OF STUDY

A program of study should be planned that fulfills these criteria:

- A full-time faculty member, knowledgable about the community and its social services, to be responsible for the development and administration of the program and to be given sufficient time for planning.
- Formation of an Advisory Committee representing professional social workers, community agencies, and educational institutions concerned with social service education, and students.
- Specific courses in social service practice skills to train students for employment.
- A foundation of general education to provide approximately one-half of the credit as well as additional courses in the major designed for articulation with the four-year institutions.
- The program identified and described as an autonomous occupational career in the college catalog.
- Participation in educationally directed field experiences by students who major in the social services.[11]

While these guidelines suggest a program of study, it is desirable that each college adapt its offerings to meet the needs of the local agencies and the students, and the special competencies of their instructors.

The basic elements of the social service curriculum include the following:

- Function and Purpose--The helping professions are concerned with social problems which limit individuals, groups, communities, or societies in their optimum social functioning; and the way such conditions can be prevented, alleviated, or eliminated.
- Values--The professions have general values plus practice attitudes which come from these values. The supreme value is the worth and dignity of every human being, just because he is a human being. This places the focus of the worker upon acceptance and understanding of diverse individuals and groups. Both society and the individual must be involved in changes needed to enhance or restore social functioning.
- Knowledge--Society is becoming ever more complex, and this complexity adds constantly to the difficulties individuals and groups encounter in their attempts to achieve adequate social functioning. The social service agencies, programs, and organizations have a primary purpose

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11 The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services. (N.Y.: Council on Social Work Education, 1970), p. 29.

either to assist individuals in social functioning or to satisfy the needs and purposes of society in general, e.g., social control mechanisms such as correctional institutions. Knowledge in the helping services must encompass both knowledge about the way people cope with social problems and "social environment" knowledge, and the "match or mismatch" between the two. If there is too great a mismatch between societal demands and the ability of persons to cope with these demands, it is often necessary for society to change. That is, the majority groups who define the dominant values and goals of American society must be aware of the problems of certain other groups in our society: the poor, the handicapped, the disadvantaged, the minorities. Majority groups need to understand the psychological and social conditions which are some of the root causes of these problems. People must be willing to change in behavior in order to allow other groups to share in social benefits and services. Prevention of strains or breaks in psychological or social functioning, then, depends to a considerable extent on removing or alleviating those social conditions which make it impossible for some persons and groups to cope with the demands of their social environment.

- Interventive means--What helping service workers do--their roles, tasks, strategies and techniques--are termed interventive means and depend upon certain abilities. These abilities, stated in the form of educational and performance objectives, are really the end product of the curriculum and are directly linked to the values and knowledge upon which they rest. They cannot be taught either in a mechanical fashion or isolated from attitudes and knowledge.

Before courses of study, or the type of educational program, are determined, sufficient time should be allowed administration and faculty, including agency instructors, to decide upon the basic "building blocks" or foundation of the curriculum. To accomplish this, administrators should hire faculty and allow six months "lead time" to be used for program and curriculum development, which includes consultation with advisory groups, meetings with agencies and other college faculty, and with students.

In summary, learning experiences for associate degree students should provide exposure to the norms of the helping professions, exposure to attitudes, and beginning acquisition of knowledge, skills, and values exemplified by the professions. The general content subject matter for the Social Service Curriculum is shown in Table 3. The program of study consists of three types of courses: core courses, indicating specific content relevant to job orientation for the social services; supporting social and behavioral science courses; and general education courses required for the associate degree.

An essential part of the program is laboratory, observation and field instruction. Observation is concerned with the community and its agencies: their resources and social problems. Learning about behavior and how to help individuals should be emphasized. Laboratory (lab) involves the acquiring of knowledge or skills in a controlled environment. Any of the social service courses can be taught with the use of lab, but The Helping Services, Interpersonal Relations, and Group Leadership and Social Change specify either observation or laboratory hours. Field Instruction is generically a lab course.

The supporting social science courses should ideally have course content which is directly related and useful to the associate's occupational experience. Although the social service core courses contain the knowledge and skills necessary for immediate employment, they also contain content which should allow for transfer credit.

CURRICULUM OUTLINE

Table 3, the Curriculum Outline, suggests the recommended courses and the number of hours the student is expected to spend in class, in laboratory instruction, and in outside study. Semester or quarter credits should be determined by the individual college. Courses offered during the summer will help the student acquire the necessary number of units without too great a load during any one semester. Brief descriptions accompany all courses. The outline is tentative, and other courses may be substituted to fulfill general education requirements or to enrich the learning of students electing specific career options, such as mental health and corrections. The social service core courses present a continuum of knowledge and although the suggested content should be offered in the program, other course titles may be used.

This outline may be referred to as an "upside down" curriculum. In other words, courses offering training and education in specific abilities and techniques are suggested for the first two years of college, plus supporting social science and general education courses. The Director of the Council on Social Work Education, Arnulf Pins, noted:

> By inverting the educational pyramid, which is just as sound educationally, a student starts with specific practice skills, then "builds in" the needed social science and social welfare knowledge, and at the end takes basic general liberal arts courses.[12]

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12 Pins, Op. Cit., pp. 8, 9.

TABLE 3.

THE CURRICULUM OUTLINE

	Class	Hours Per Week Labor-atory	Outside Study	Total
FIRST SEMESTER				
THE HELPING SERVICES: HOW PEOPLE HELP PEOPLE*	3	1	6	10
Introductory Sociology	3		6	9
Introductory Psychology	3		6	9
English Composition and Communication Skills	3		6	9
Biology of Man	3	3	6	12
Introduction to Social Recreation and Leadership**	3	3	6	12
	18	7	36	61
SECOND SEMESTER				
PROBLEMS AND ISSUES IN THE HELPING SERVICES*	3		6	9
AMERICAN MINORITIES AND AMERICAN RACISM*	3		6	9
FIELD INSTRUCTION I AND SEMINAR I*	2	6	4	12
Humanities	3		6	9
Interpersonal Relations and Communication***	3	1	6	10
Family Life Education	3		6	9
	17	7	34	58
SUMMER PRACTICUM DESIRABLE				
THIRD SEMESTER				
HUMAN DEVELOPMENT IN THE SOCIAL ENVIRONMENT*	3		6	9
FIELD INSTRUCTION II AND SEMINAR II*	2	10	4	16
Power Structure in American Government	3		6	9
Elective** or Psychology of Personal & Social Development	3		6	9
The Culture of Poverty	3		6	9
	14	10	28	52
FOURTH SEMESTER				
GROUP LEADERSHIP AND SOCIAL CHANGE*	3	1	6	10
FIELD INSTRUCTION III AND SEMINAR III*	2	10	4	16
Principles of Economics	3		6	9
Juvenile Delinquency**	3		6	9
Foreign Language or Elective**	3	2	6	11
	14	13	28	55

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* Social Services Core Courses are capitalized.

** Electives: Child Psychology, Adolescent Psychology, Psychology of Aging, Culture of Poverty, Public Speaking, Juvenile Delinquency, Foreign Language, Report Writing or courses related to career option.

*** Either a Core Course or a required Social Science course, depending on the instructor chosen to teach it.

BRIEF DESCRIPTION
OF COURSES

FIRST SEMESTER

THE HELPING SERVICES: HOW PEOPLE HELP PEOPLE

An introductory course identifying the multi-fold programs and activities of social welfare and the helping services and their key role in modern society; observation and reporting techniques emphasized.

INTRODUCTORY SOCIOLOGY

Examines society in terms of the interaction of groups and cultures. Involves a consideration of the family, government, education, and religion as basic American institutions. Emphasis is placed on the scientific method of approach.

INTRODUCTORY PSYCHOLOGY

An introduction to the systematic study of human behavior emphasizing the social determinants of perception, learning, motivation, emotion and personality.

Special consideration is given to childhood socialization, symbolic processes, individual and group decision-making, attitudes, opinions, values, and communication.

ENGLISH COMPOSITION AND COMMUNICATION SKILLS

Principles of speaking, listening, critical thinking, exposition, and report writing with emphasis on clear, logical thinking and theme (subject) development.

BIOLOGY OF MAN

Introductory course emphasizing environmental biology and its relationship to man as one among the many sciences highlighting the spirit of discovery of life, of living and changing relationships; the functional basis of life, chemical and neural control of life and the coordination of the organism.

INTRODUCTION TO SOCIAL RECREATION AND LEADERSHIP

A theory and activity course teaching: (1) leadership of recreation activities, with emphasis on the social development and integration of individuals into group programs and (2) mechanics of planning techniques of presentation and repertoire of special activities for social recreation. Field trips required.

SECOND SEMESTER

PROBLEMS AND ISSUES IN THE HELPING SERVICES

Identifies the problems, issues, and concerns of modern living to which social welfare and the helping professions address themselves; specifies the value base on which social welfare programs are built and offers a beginning look at the basic knowledge, skills, and abilities, as well as the ethical elements of the helping professions.

AMERICAN MINORITIES AND AMERICAN RACISM

A course primarily concerned with racism in institutions--those large complexes of human activity through which society functions: education, economic life, the law, government, social welfare. Definition and description of racism including its scope and intensity. Personal implications which racism has for the student as he prepares for his role as a helping person.

FIELD INSTRUCTION I AND SEMINAR I

The first of a three-semester sequence where students are placed in various agencies and organizations to learn through supervised participation in the work of the agency. This semester will emphasize: (a) student growth in self-awareness and self-esteem; (b) interviewing skills; (c) connections and inter-relationships with other core courses; (d) introduction to systems: the agency and client systems.

HUMANITIES

An examination of great ideas of Western Culture from antiquity to the present as exemplified in literature, philosophy, art, and music. The emphasis is on the inter-relationship of ideas, especially those ideas which relate to human values and to the interpretation of human experience as expressed in the arts.

INTERPERSONAL RELATIONS AND COMMUNICATION

A basic course on communication skills and interactions between persons. Emphasizes causes for and prevention of breakdown in communication and indicates ways to achieve satisfactory interactions between persons in pluralism of cultures.

FAMILY LIFE EDUCATION

A study of the child in the family and community in relation to social, cultural, economic, racial and geographical influences on his growth and development. Community resources as they relate to the education, health, welfare, recreational and other activities of the child.

THIRD SEMESTER

HUMAN DEVELOPMENT IN THE SOCIAL ENVIRONMENT

An analysis of the developmental behaviors associated with each stage in human development and the way the social environment impedes or helps this development. Examples of disruptive influences on human development and the way human service occupations develop systems and services to minimize these disruptive influences.

FIELD INSTRUCTION II AND SEMINAR II

The second in a three-semester sequence where the student applies the values, concepts and skills gained from the core courses to the actual process of helping persons. Emphases of this semester are: (a) sharpening of skills and knowledge learned in the first semester; (b) use of self in the helping process; (c) group process, especially in the seminar class itself; (d) systems: instrumental systems and use of community resources.

POWER STRUCTURE IN AMERICAN GOVERNMENT

Theoretical and historical analysis of power structure in American government. Balance of power and checks and balances: functional and dysfunctional. Decision-making processes in government. Influences upon legislation: special interests, voter interests, pluralism of cultures.

PSYCHOLOGY OF PERSONAL AND SOCIAL DEVELOPMENT

Personality theory and dynamics of normal personality development. Emphasis on factors relevant to personal evaluation, self understanding and effective behavior.

THE CULTURE OF POVERTY

Survey of various poverty areas of America, including urban minority groups, Appalachia and other rural poverty pockets, and the American Indian, both in the cities and on reservations. Emphasizes contributions of each culture and looks toward positive methods of alleviating poverty.

FOURTH SEMESTER

GROUP LEADERSHIP AND SOCIAL CHANGE

Examines membership in and leadership of various kinds of groups, emphasizing the group process. Considers the goals and strategies of social change and the necessity for social change in relation to personal and societal values. Observation and participation in groups.

FIELD INSTRUCTION III AND SEMINAR III

Further understanding and use of skills learned in previous semesters. Participation in the group process, functioning as a group member and leader.

Continuing skill in the use of self. Use of systems: the relationships between social services and society. Beginning skills in social change.

PRINCIPLES OF ECONOMICS

Fundamental study of significant economic problems with analysis of history of economics in America and the relationship of economics to societal change.

JUVENILE DELINQUENCY

Causes of juvenile delinquency, institutions which deal with juvenile delinquency and some theories and methods for its prevention.

FOREIGN LANGUAGE: SPANISH

Comprehensive course in Spanish conversation and composition. Emphasizes practical use in casework. Background in grammar and reading, given with survey of culture of Spanish-speaking peoples.

COURSE CONTENT AND RELATIONSHIPS

The sample curriculum outline suggests a sequence of educational courses covering the general philosophical content areas contained in Table III. The first semester course of the curriculum, "The Helping Services," introduces the student to the various social services. This course is concerned with the broad gamut of services offered in urban areas and includes observation trips.

The second semester courses suggest a sequence of more specific knowledge. "Problems and Issues in the Helping Services" considers social problems in the United States and the way the helping services seek to alleviate these problems. "American Minorities and American Racism" may be offered either in the second or third semester, exchanging with "The Culture of Poverty" or some other social science course. This course helps the student to realize the degree to which the institutional structure of the United States has been, and continues to be, permeated with both overt and covert racism.

"Interpersonal Relations and Communication," a supporting social science course, suggests knowledge needed to help students understand people in general: communication and interactions between people; the problems of communication and conflicts in little understood cultures. These concepts combined with field practice in "Field Instruction I and Seminar I" help the student to gain communication skills in interviewing and other practice situations.

"Family Life Education," offered previously, correlates well with "Human Development in the Social Environment," which is given in the third semester even though the two courses are not directly related. "The Culture of Poverty" is directly relevant to the content of the social environment course as is the course, "Power Structure in American Government." "Field Instruction II and Seminar II," was designed to emphasize social service agencies as part of the social system; the importance of community resources in helping clients who have difficulty in coping with the social environment; and the relationships between the concepts learned in other social science courses and other field instruction.

The fourth semester includes "Group Leadership and Social Change," emphasizing social action. This course is concerned with groups and their relationship to social action efforts. The student will find that both the core courses and the social science support courses will enrich his field work education and eventually his ability to help others. For instance, human development occurs in the social environment, but the student may learn as much about the social environment in the course on racism or juvenile delinquency as in the "Human Development in the Social Environment" course. Similarly, the courses on power structure and group leadership will help him to learn the rudiments of social change, which he will put into practice in Field Instruction III. Thus, all the courses make a network of interrelationships, enriching the student's understanding of society and the people in it.

Furthermore, compatibility between courses in the associate degree program and the social welfare programs in the four-year colleges is imperative. Since this curriculum is based on the continuum concept, there should be a skeleton of basic ideas presented in the first two years. These concepts should then be deepened, broadened, and continued at the bachelor's level. At the master's level, the same concepts should be presented in a far more detailed, sophisticated, and analytical manner.

FIELD INSTRUCTION AND PRACTICUM SEMINARS

The Field Instruction and Practicum Seminars outline a three semester sequence of supervised practice. Students are placed in various agencies or organizations to learn through actual staff participation. The Field Instruction and Seminar courses provide for a conscious integration and tying together of all of the students' learning experiences gained in class or in agency. A full-time summer placement program (hopefully with pay) has been suggested as an alternative for one semester of field instruction.

Field instruction is essentially cooperative training between school and the agency. In the second semester the student spends one morning or afternoon in field instruction, and in the third and fourth semesters ten hours a week (two mornings or afternoons). An integral part of all field instruction is a seminar designed to help students integrate theory and practice.

In Field Instruction and Seminar the student applies the values, concepts, and skills gained from the core courses to the actual process of helping persons. In addition, the student gains many new skills and abilities plus an exposure to the basic values of the helping professions.

The "knowing," "feeling," and "doing" parts of the curriculum are all combined in observation, laboratory work, field instruction and accompanying seminars. During these courses of the curriculum the student experiences and learns how best to be a helping person. The seminars, usually one or two class hours per week, are part of the field instruction course and tie the whole curriculum together. During the seminars the student reviews and integrates the concepts, values, and skills learned in other classes so that all the teaching becomes more integrated, relevant and meaningful.

Basic objectives of the field instruction for the associate degree graduate are to acquire the knowledge and ability to:

- Function as a staff member in a particular agency or setting
- Give designated service to an individual or group that agrees with the agency's function
- Perform agency tasks related to other agencies
- Contribute to social change efforts on a local basis.

As an example of breaking down these objectives, the second objective of "giving designated service" includes:

- Interviewing
- Writing reports
- Using resources
- Giving support to client efforts and plans
- Making referrals, etc.

The objectives of field instruction are reached through what is termed the helping process. This process consists primarily in the giving of specific services to clients; of performing tasks; and of knowing how, when, and where to get things done. While being able to know and perform procedures is imperative, the real success of the helping process usually depends upon worker attitudes--of warmth, of sharing, of respect for another. It has been found that those workers classified as successful hold these and other positive attitudes, which, in turn, are derived from their basic personal value systems.

Thus, while some students may believe that their assignments are repetitious or mechanical, they find that in actuality the learning of precise procedures (important as they may be) is not the core and heart of the field work assignment. While the student is giving concrete services he must also learn to observe and assess behavior, to analyze situations, and to plan follow-up procedures.

Therefore, both the agency instructors and the college seminar instructors should seek to expose students to certain basic values. These values include the supreme worth of every individual person, and the right of every person to:

- Be treated with dignity
- Be treated with honesty
- Have equal opportunity
- Have adequate income, shelter, education, medical care
- Have opportunity to develop to his highest potential

To further integrate the content of the curriculum with field instruction, a number of charts are to be found in the Appendix. Chart I outlines values, practice principles and basic abilities in working with others. Chart II outlines abilities useful in working with client systems: individuals or groups. Chart III lists typical worker tasks in the use of agencies which are instrumental systems called in to assist the client. Chart IV shows actual task descriptions adapted from agency brochures and merit system publications. Chart V indicates the roles as related to the tasks of the social service associate. This chart was based upon extensive research on manpower utilization in social welfare.

The specific instructional emphasis for each semester will help the student learn, often at a beginning level:

Semester I	Growth in self-awareness and self-esteem
	Interviewing skills
	Connections and interrelationship with core social service courses
	Introduction to systems: the agency system and the client system
Semester II	Use of self in the helping process
	Systems: instrumental systems and use of community resources

	Sharpening of skills and knowledge learned in Field Instruction I
	Group process, especially in practicum seminar
Semester III	Continuing skill in use of self
	Sharpening of practice skills
	Systems: relationships between social services and society
	Beginning skills in social change

FIELD INSTRUCTION PROCEDURAL MATTERS

Through the selection of a variety of field instruction agencies and organizations, it is hoped that the gamut of the helping services can be offered as student work experiences. Unusual placements can be very educational, such as a mayor's office or a self-help organization. The success of such innovative efforts usually depends upon the supervisor who is the student's agency instructor. Students need an opportunity, through work assignments, to help clients, to observe staff meetings, and to learn organizational aspects of the agencies. They should be encouraged to work with groups of clients, as well as with individuals or families. Each agency should supply the student with a summary of its organizational aspects, its purposes and function, and general methods of operation. The agency instructor should be able to help the student to understand the clientele, the strengths and problems of the agency, and the interventive means used. Agency instructors should be allowed time to supervise students, and be released to come to college staff meetings. Although supervision may be group supervision, there must be time for individual conferences. Agency personnel need to understand that the main purpose of the student placement is instruction. Agency supervisors and the field work coordinator should plan together the learning experiences to be offered students. The plan should emphasize the written evaluations (in which the students themselves participate) of the work experience of each student.

Students both enjoy and are fearful of field instruction. In general, the student should be consulted as to the type of placement he desires. Previous observation of the agency, as provided in the course, "The Helping Services," will help remove some of the feeling of newness. A period of agency orientation and welcome is helpful. The agency instructor can best help the student if there is an attitude of mutual learning; the student is the junior learner and the instructor is the senior learner. This attitude is particularly important in evaluation of the student's work. Constraints upon the agencies and often severe limitations can be pointed out by the agency instructor, but positive aspects of what the agency is accomplishing should be emphasized.

An increasingly important emphasis in field instruction is giving students an opportunity to both observe and participate in social change efforts. However, often social change efforts in the agency where the student is placed are long-range efforts covering months and years or are decided at state or federal levels.

It may be necessary to encourage the student either to observe or to participate in a social change organization outside of his agency assignment. If it is not practical to participate in actual social change efforts, simulated, i.e., role-play experience may be substituted.

Agency programs and personnel need continuous evaluation. If all agencies are evaluated, the process may appear less threatening. The advisory committee, the field work coordinator, students, and clients can assist in evaluation that will emphasize strengths and eliminate weaknesses. (See evaluation forms in the Appendix.)

INSTRUCTIONAL AIDS FOR FIELD INSTRUCTION

A knowledge of the concepts, values and abilities taught in other classes will be extremely helpful to the agency instructors, as well as to the college seminar instructor. Two alternative lists of social science and social welfare content to be illumined through field instruction are in Matson's booklet, pp. 28-30. Explanations of key concepts are in Chapter 3 of Dobriner's book. The short introductions to the sections of Coser's Sociology through Literature give explanations of social science terms.[13]

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13 Margaret B. Matson, Field Experience in Undergraduate Programs in Social Welfare. (New York: Council on Social Work Education, 1967); William M. Dobriner, Social Structures and Systems: A Sociological Overview. (Pacific Palisades: Goodyear Publishing Company, Inc., 1969). Lewis A. Coser, ed. Sociology Through Literature. Englewood Cliffs, (New Jersey: Prentice-Hall, Inc., 1963).

COURSE OUTLINES
SPECIFIC CORE COURSES

THE HELPING SERVICES: HOW PEOPLE HELP PEOPLE*

Hours Per Week

Class, 3; Laboratory, 1.

Course Description

An introductory course identifying the multi-fold programs and activities of the social welfare and helping services and their key role in modern society; observation and reporting techniques emphasized.

Observation (lab) in this course includes visiting and observing a variety of agencies and groups, voluntary or public, whose purpose is to help persons. Agencies may include those whose primary purpose is: financial assistance, health care, corrections, education, group development and recreation, neighborhood groups, self-help groups, welfare rights groups, and others. Students are to observe and give an oral or written report which might cover kinds of clientele served by the agency; sources of financial support; kinds of community sanction or authority, kinds of services rendered, goals of the agency (including what the agency does best). Students may also talk to workers and clients and report on agency's benefits and services; limitations (e.g., financial, strict eligibility rules, etc.); ways of giving service (including public viewpoints, worker attitudes); constraints to giving service (including lack of local control, opposition of certain groups in community, confused or far-distant decision making, lack of funds, etc.); possible ways of giving better service.

Major Divisions

		Hours	
		Class	Laboratory
I.	What the Helping Services Are All About	3	0
II.	Social Work and the Helping Services in Today's Society--One Profession's Views	9	0
III.	How Helping Services Deal with Social Problems .	22	12
IV.	Values and the Human Service Occupations	6	1
V.	Use of the Associate or Technician in the Helping Services	6	3
	Total	48	16

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* Adapted from a course of study prepared by Thomas Brigham, Dean, School of Social Work, Fresno State College, Fresno, California.

Performance Objectives

The student will:

1. Identify the various types of community resources in the helping service field and define their functions
2. In general terms, describe the roles and duties of various social service personnel.
3. Outline the methods used by social work and the helping professions in dealing with social problems
4. Identify programs and services which are preventive in nature
5. Discuss and role-play typical "helping" relationships
6. Observe social agencies and organizations and in some form give this information to other class members

I. What the Helping Services Are All About

A. Definition of Helping Services: Examples

B. The part of social welfare belonging primarily to social work

C. Other public service occupations: list and describe briefly

D. Reporting on observations

II. Social Work and the Helping Services in Today's Society--One Profession's Views

A. Aims and goals of the practice of social work
   1. Bringing about the opportunity for people to have maximum control over their own lives
      a. Strengthening people to cope with confusion, complexity, impersonality
      b. Helping people to get "plugged in" to the goods, services, agencies and programs they need
   2. Major task of social work is individual, whether through individual, group, or community approach, the focus is with each person, his needs, and concerns

B. Social work process
   1. Assessment or social diagnosis (not a medical term) means knowing the person, the family, the group, or the community
   2. All social workers work with:
      a. Individuals
      b. Families and small groups

c. Organizations and agencies
d. The community

C. Concept of intervention
1. Includes expertise of the worker plus contributions and full involvement of client
2. Focus on health rather than disease
3. Levels of intervention
a. Prevention (examples: day care, homemaker service, job training, community mental health): Unit of attention today should be the entire population, with more immediate concern for those in greatest need, rather than just a limited "client" group
b. Remediation or rehabilitation (individual or group)
c. Societal change
4. The case
a. Person in situation, the traditional view
b. The case as a system or interactional focus of several systems
5. Theoretical base
a. Psychological concepts of individual behavior: understanding the psychology of people
b. Socio-cultural context: understanding social environment, social systems, and the meaning of culture

III. How Helping Services Deal with Social Problems

A. Social work and its fields of service settings:
1. Where the agency is primarily a social work agency (a primary setting, i.e., public welfare offices)
a. Public
b. Voluntary
2. Where the agency is not a social work agency (a secondary setting) Examples: hospitals, correctional institutions, community service centers, employment offices, housing projects, labor unions, senior centers

B. Other helping services: teachers, nurses, probation officers, employment counselors, vocational counselors, ministers, lawyers

C. Anti-poverty programs
1. Youth programs
2. Community action programs
3. Work experience programs

D. Correctional services
1. Juvenile programs
a. Development of juvenile justice
b. Juvenile detention facilities
c. Probation
d. Other services

2. Adult corrections
    a. Probation
    b. American prison system
    c. Role of social worker in treatment of offenders
    d. Parole

E. Social work and the helping services in health settings
    1. Background of medical social work
    2. The hospital (acute and convalescent)
    3. Public health services
    4. Mental health and psychiatric social work

F. Services for children
    1. Foster homes
    2. Protective services
    3. Adoptions
    4. Child Guidance clinics
    5. Other services

G. Services for the aging
    1. Information, referral, and follow-up
    2. Senior centers
    3. Protective services
    4. Other services

H. Society's rule breakers
    1. Drug abuse programs
    2. Alcoholism
    3. Homosexuals

I. Recreation and leisure time activities
    1. Historical and functional development
    2. Organization of recreation-preschool through senior citizen: County and local groups
    3. Social implications of recreation

J. Other programs
    1. Settlements
    2. Traveler's Aid
    3. Other services

K. Services for special needs: Organizations and functions
    1. History of international social work
    2. United Nations: Relief and Rehabilitation Administration
    3. World Health Organization
    4. United Nations Technical Assistance
    5. U.S. Embassy; Attache and duties
    6. Peace Corps
    7. Voluntary international programs
    8. United Nations "Peace Corps"

IV. Values and the Human Service Occupations

A. Importance of values in dealing with the above
   1. "Ideal values"
   2. Actual values

B. Rights of the "Have-Nots"
   1. Redistribution
      a. Redistributing resources, especially money, to the "Have-Nots"
      b. Other examples: tax relief, job training and creation of other public service jobs
   2. Riots, revolution, and reconciliation
   3. Responsibilities of "Haves" and "Have-Nots"

C. Developmental social work practice
   1. Focus on all people, not just those "in need"
   2. Focus on help rather than treatment, health rather than disease
   3. Concepts of self-determination and participation of clients balance concept of expertise of worker

V. Use of the Associate or Technician in the Helping Services

A. True in all helping professions

B. Advantages
   1. For the profession
   2. For the workers

C. New Careers

Texts and References*

Klein. From Philanthropy to Social Welfare: An American Cultural Perspective.

Meyer. Social Work Practice: A Response to the Urban Crisis.

Pearl and Riessman, New Careers for the Poor: The NonProfessional in Human Service.

Weinberger. Perspectives on Social Welfare: An Introductory Anthology.

Wilcox. Toward Social Welfare: An Analysis of Programs and Proposals Attacking Poverty, Insecurity, and Inequality of Opportunity.

Wilensky and Lebeaux. Industrial Society and Social Welfare.

Zald, ed. Social Welfare Institutions--A Sociological Reader.

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* Additional references for all courses in Bibliography.

PROBLEMS AND ISSUES IN THE HELPING SERVICES*

Hours Per Week

Class, 3.

Course Description

Identifies the problems, issues, and concerns of modern living to which social welfare and the helping professions address themselves; specifies the value base on which social welfare programs are built and offers a beginning look at the basic knowledge, skills, and abilities, as well as the ethical elements of the helping professions.

Major Divisions

		Class Hours
I.	The Social Demands of Our Times	9
II.	On-Going Social Problems	6
III.	Historical Highlights--Trying to Meet Problems Then and Now	6
IV.	Social Service Issues	9
V.	Social Work Manpower: Who Does What?	12
	Total	48

Performance Objectives

The student will:

1. Chart the history of the various helping services that relate to current issues
2. Relate concerns of current demonstrators to historical social problems
3. Compare the concepts surrounding the idea of professionalism
4. Analyze various urban problems in their relationship to social problems
5. List the problems contributing to the current image of social welfare and discuss solutions
6. Discuss the values and attitudes of various groups in our society toward dependency and the social service delivery system

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* Adapted from a course of study prepared by Thomas Brigham, Dean, School of Social Work, Fresno State College, Fresno, California.

7. Analyze and discuss the social service delivery system: theoretical base, values, problems, emerging patterns

8. Discuss the concept of differential use of manpower: reasons for this development, advantages, divisions of tasks, future trends

I. The Social Demands of Our Times

A. What people are demonstrating about:
1. Black and brown power and minority movements
2. Anti-establishment sentiment
3. Demands for role in decision-making and more control over their own lives by the poor, the minorities, the young
4. Welfare rights organization--purpose
5. Anti-Vietnam war movement
6. Anti-pollution campaign--air, water, food, noise, etc.
7. Consumer rights movement--Nader's Crusaders

B. The Urban- and Rural-Crisis
1. Population problems
a. Explosive growth
b. Urban in-migration of minorities, rural low income people, immigrants
c. Shrinking urban tax base and middle class movement to the suburbs
d. Slum expansion with problems of:
(1) Crowding into inadequate living space
(2) Sanitation--water, sewage, garbage and rubbish disposal, rats
(3) Fire hazards
(4) Inadequate police services
e. Family social problems
f. Overcrowded and inadequately staffed schools
g. Lack of recreation areas and resources
2. Racism--overt and institutional--in employment, education, housing, medical care, military service, welfare, mental health, etc.
3. Violence--"Law and Order" theme in politics, and violence and oppression against the poor, the minorities, students, the young, the ill, the aged

II. On-Going Social Problems

A. Poverty--on and off welfare, rural and urban; hunger at home and abroad

B. Physical illness--general problems of infant and maternal mortality, heart, cancer, venereal disease, other communicable diseases, accidents, and lack of adequate prevention and treatment delivery systems

C. Mental illness and mental retardation

D. Alcoholism

E. Drug--narcotics addictions

F. Family--related problems
   1. Widows and orphans
   2. Aged
   3. Divorce and dissolution, separation, desertion

G. Handicapped
   1. Blind
   2. Physically defective or injured

H. Crime and delinquency

III. Historical Highlights--Trying to Meet Problems Then and Now

A. Mainstreams to the present
   1. Voluntary efforts, both church-related and secular, to help the poor, widows and orphans, the blind, the aged and the dependent, from ancient Assyrians and Egyptians through the Jews, Roman Catholic Church and various Protestant and other groups through the present
   2. Governmental involvement
      a. Egypt
      b. Charlemagne
      c. Elizabethan themes
      d. The Depression, Roosevelt and the New Deal, Public Welfare, Social Security
      e. Poverty in affluence--the War on Poverty
      f. The proposed Family Allowance Plan--pro and con

B. Towards professionalization and service expansion
   1. Entering the 20th century--paid workers and training programs, schools
   2. Social Diagnosis by May Richmond
   3. Psychiatric and mental health influences on social work
   4. Shift to public services for meeting mass needs
   5. Concepts of social utility--and--social services:

Social Utility	Social Service
--broad social programs designed for everyone	--service designed for a specific population
Examples: Unemployment Insurance; Workman's Compensation; Old Age Survivor's and Disability Insurance (Social Security)	Examples: Child Welfare; Public Assistance; Corrections; Mental Hygiene

IV. Social Service Issues

A. Problems of the helping services
1. Too few trained people
2. Too few resources
3. Conflicting programs and jurisdictions
4. Certification, licensing, and degree multiplication--lock-out of potentially qualified people
5. Paradoxes
a. Specialism vs. generalism
b. Prevention vs. treatment
c. Clinical vs. broad social base
d. Medical disease model vs. developmental social utility concept

B. What's wrong with social welfare
1. Value orientations and blind spots
a. "Crime" of being poor or dependent
(1) Disapproval of people receiving tax-supported public assistance or medical aid
(2) High status of wealthy farmers (some of whom get $3-4 million per year for not growing crops), industrialists, oil executives, etc., who receive tax subsidies
b. Failure to perceive societal change
2. Cumbersome and patchy delivery of services
a. Linking of services to traditional (and inadequate) delivery system and to the disease-treatment model
b. Conflict between traditional concept of expertise and people's right to determine their own destiny
c. Lack of availability of services where the people are
(1) Need for counseling, information, referral services by professional and/or associate
(2) Could be located in: schools, hospitals, employment offices, religious institutions, libraries, day care centers, poverty programs, shopping centers, labor unions, social insurance offices, police and fire stations, etc.
3. Increasing cost of social welfare programs
4. Many poor people either not covered by welfare programs or not covered enough to meet their needs
5. Welfare reform proposals
a. Nixon
b. Reagan, Rockefeller
c. Wilbur Mills--House Ways and Means Committee
d. Others

V. Social Work Manpower: Who Does What?

A. The numbers game--supply and demand
1. The Masters of Social Work (MSW) crop--present and future expectations
a. Uneven distribution
b. Inappropriate usage
c. Need for differention of task

2. The Bachelor of Arts (BA) problems: Oversupply and under-demand since services now separated from eligibility determination in public welfare

B. Differential social services
   1. Change from clinical to developmental or systems concept of social services
   2. Practical utilization of nonprofessional social worker to intervene as first choice in the process

C. Elements of professionalism
   1. Goals and aims of professional education
      a. Content of professional education
      b. Necessary knowledge
         (1) For associate level
         (2) Compared briefly with MSW and BA level
      c. Necessary attitudes and values for working with people; begin with the assumption--wishing to serve people
         (1) Ethics and values--founded on concept of basic worth and dignity of each individual
         (2) Practice principles--how professionals work with people and treat people--directly based on the profession's ethics and values
   2. Professional workers: what makes an occupation a profession; it must include all of these:
      a. A body of knowledge, organized, classified and transmitted through an educational institution
      b. A transmittal process (education) which includes both theoretical and practice aspects
      c. The major goal of serving society and mankind
      d. A code of ethics
      e. Autonomy and responsibility for own professional practice; for fully trained workers
   3. Functions and tasks of workers in social services
      a. The career ladder: both vertical and horizontal
      b. Functions and tasks at associate level, and briefly at BA and MSW level
   4. Emerging concept of differential staffing
      a. Terminology and its implications
         (1) Nonprofessional
         (2) Paraprofessional
         (3) Subprofessional
         (4) Aide
         (5) Associate
         (6) Professional
         (7) Indigenous worker
         (8) Technician
      b. Training and preparation
      c. Some current basis for functional differentiation
         (1) Task
         (2) Worker's qualities
         (3) Organizational factors

(4) Client vulnerability, worker autonomy
(5) Episode of service

C. Career concerns for associates
1. Career ladder versus terminal position
2. Increasing worker autonomy as one ascends career ladder
3. Delineation of tasks and functions

D. Team concept
1. Supervisor, consultant, team member
2. Implication, team member

Texts and References

(See Texts and References for the course, "The Helping Services: How People Help People.")

Elman. The Poorhouse State: The American Way of Life on Public Assistance.

Freeman and Kurtz, eds. America's Troubles: A Casebook on Social Conflict.

Meyer. Social Work Practice: A Response to the Urban Crisis.

Richmond. Social Diagnosis.

Simmons. Work Relief to Rehabilitation.

U.S. Riot Commission. Report of the National Advisory Commission on Civil Disorders.

Vatter and Will, eds. Poverty in Affluence: The Social, Political and Economic Dimensions of Poverty in the United States, 2nd edition.

Wilcox. Toward Social Welfare: An Analysis of Programs and Proposals Attacking Poverty, Insecurity, and Inequality of Opportunity.

AMERICAN MINORITIES AND AMERICAN RACISM*

Hours Per Week

Class, 3.

Course Description

A course primarily concerned with racism in institutions--those large complexes of human activity through which society functions: education, economic life, the law, government, social welfare. A definition and description including the scope and intensity of racism. Personal implications which racism has for the student as he prepares for his role as a helping person.

Major Divisions

		Class Hours
I.	"It's Happened Before"--Historical Basis	6
II.	Minority Inequality that Parallels Lack of Economic Opportunity	9
III.	Racism in Education	6
IV.	Justice? Or Injustice?	4
V.	Racism in Politics	3
VI.	Racism in Medical Care and Housing	5
VII.	White Racism--How to Understand It; What to do About It (Implications for Workers in the Human and Social Services)	15
	Total	48

Performance Objectives

The student will:

1. Demonstrate, through role playing or some other means, behavior he has observed (either in himself or others) which is: (a) offensive to other racial and ethnic groups, or (b) acceptable to other racial and ethnic groups.

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* Other titles may be used, with much the same course content; such as: Impact of Institutional Racism; Sociology of Racism and Ethnic Minorities and the White Majority. Adapted from a course prepared by a black educator, Charles A. Gilmore, Director, Division of Social and Behavioral Sciences and Human Service Careers, Community College of Philadelphia.

2. Write a one-hundred word account or demonstrate through some other means an understanding of how racism has influenced some institution, excluding social welfare.
3. Give one or more examples of institutional racism in social welfare.
4. Demonstrate an understanding of the meaning of institutional racism by giving two or more examples of such racism found in one or more of society's institutions.
5. Through reported observation by other students or instructors, or through own ability to analyze self, report an example of possible changed attitudes (stemming from a changed value system).

I. "It's Happened Before"--Historical basis

A. Treatment of Indians, Irish, Jews, Chinese, Italians, Japanese, Mexican-Americans in U.S.

B. Racist character of such treatment--based on idea of white (or Christian) superiority (See Daniels and Kitano, Historic Racism)

II. Minority Inequality that Parallels Lack of Economic Opportunity

A. Demands of ethnic community groups to:
   1. Analyze their own community needs
   2. Determine actions necessary to correct exposed problems (See Glasgow, "The Black Thrust for Vitality")

B. How to analyze white racism in a company, organization, or agency (See "Inventory of Racism," For Whites Only, pp. 100-104)

C. Necessity for "Minority-conscious" manpower policy

III. Racism in Education

A. Inferior education of minority-group children

B. "The People Who Weren't There"--the miseducation of white Americans concerning minorities.
   1. History of minorities is inaccurate and demeaning, eliminating contributions to history, etc.
   2. Present reality of minority experiences, housing, life style, institutional systems very inadequately treated
   3. Reason for insistence upon racial or ethnic identity, difference, and uniqueness--Example: "We are 'invisible' unless we say we are black"
   4. Color and/or ethnic or racial characteristics are actually crucial in American system of distribution of income, justice, housing, welfare benefits, etc.

IV. Justice? Or Injustice?

A. Minorities say: Gradualism will not work. Majority says it must.
1. Minority citizens justly pressing long-neglected grievances
2. White racist response leads to violence on part of minority
3. Result of violence is repression
"The national security must supercede the national conscience." Democratic societies are so free they can vote away their freedoms (See Hurst, "A Time for Crisis").

4. Change is necessary for national survival--but based on equality, justice, liberty, and truly equal opportunity

V. Racism in Politics

A. Civil rights movement--a backward look

B. Votes--power--privilege

C. Haves and Have-Nots

D. Influence of politics of social and and welfare institutions

VI. Racism in Medical Care and Housing

A. White Americans live longer

B. The Ghetto, Barrio, etc.

VII. White Racism--How to Understand It; What to do About It (Implications for Workers in the Human and Social Services)

A. Social institutions seen by minorities as instruments of oppression
1. Often reflect white racist viewpoints
a. Limitations of workers in changing agency policy
b. Possibility for workers to change own values, viewpoints, and behaviors
2. Clients may view worker with hostility and resentment, as a representative of oppressive, racist establishment.
a. Worker can study own motives
b. Worker can study how these motives appear to clients

B. Racism--as shown by both majority and minority groups and individuals
1. How to understand it
2. What to do about it (For white racism--see Terry, pp. 68-99).

Texts and References

Burma. Mexican-Americans in the United States: A Reader.

Daniels and Kitano. American Racism: Exploration of the Nature of Prejudice.

Knowles and Prewitt, eds. Institutional Racism in America.

Terry. For Whites Only.

Visual Aids

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.), 2211 Michigan Avenue, Santa Monica, California 90404.

Black and White: Uptight. 16 mm., 35 min., sound, color, 1969.
Chicano. 16 mm., 22 min., 46 sec., sound, color, 1971.
Minority Youth: Adam (Shoshone Indian) 16 mm., 10 min., 8 sec., sound, color; Akira (Japanese) 16 mm., 14 min., 31 sec., sound, color; Augie (Mexican-American) 16 mm., 10 min., 40 sec., sound, color; Felicia (Black) 16 mm., 11 min., 33 sec., sound, black and white, all 1971.

BNA Films (A Division of Bureau of National Affairs, Inc.)

Employing the Disadvantaged. 16 mm., 43 min., sound, color, 1968.

Indiana University Audio-Visual Center, Bloomington, Indiana 47401.

Marked for Failure. 16 mm., 60 min., sound, black and white, 1965.

HUMAN DEVELOPMENT IN THE SOCIAL ENVIRONMENT

Hours Per Week

Class, 3; Laboratory, 1.

Course Description

An analysis of the developmental behaviors associated with each stage in human development, and the way the social environment impedes or helps this development. Examples of disruptive influence on human development and the way human service occupations develop systems and services to minimize these disruptive influences.

Observation (lab) in this course will include visiting and observing agencies and groups whose purpose is to combat various kinds of disruptive effects in human development, found in early childhood, middle childhood, adolescence, and adulthood. Observations may develop answers to questions relating to: what developmental disruptions the agency is seeking to counteract (i.e. its function); ways the agency deals with problems which disrupt development (i.e., its service, treatment, or control mechanisms, including preventive aspects). Some of the same agencies observed in the course "The Helping Services" may be visited again, but with a very different purpose.

Major Divisions

		Hours Class	Hours Laboratory
I.	Normal Human Development: Stages and Tasks . . .	16	5
II.	Social Systems	6	0
III.	Development of Systems of Service and/or Social Control	10	5
IV.	Difficulties in Running the Service and/or Social Control System Which Deals with Disruptive Aspects of Human Development	10	6
V.	How to Do It Better	6	0
	Total	48	16

Performance Objectives

Student will:

1. Apply understanding of relationship of people to their social environment in two or more cases or human situations he has observed and assessed.

2. Explain a chart depicting developmental stages. Explanation can be verbal, written, or by giving an example: e.g., using a picture, clippings, role playing, citing persons who exhibit a certain developmental stage. In each instance, the connections and relationships between the example and the developmental stage will be made clear.

3. Cite three or more instances where the social environment affected the physical or personality development.

4. Report two or more examples of large organizations or systems he has personally encountered and explain the usefulness to these systems of size, central funding, and division of work.

5. Role-play two or more examples of social services or other helping services devised to aid persons having difficulty with developmental tasks.

6. Give two or more examples of changes in society which are needed if persons are to reach their best development.

I. Normal Human Development: Stages and Tasks

A. Types of normal development and disrupting effects
   1. What is normal development?
      a. Normal times for appearance of various stages
      b. Stages appear in more or less regular order
   2. Influence of factors on normal development
      a. Biological aspects
      b. Psychological aspects
      c. Social aspects
   3. What are disrupting effects on normal development--that is, what slows down, stops, or makes the development different from normal development?
      a. Biological
      b. Psychological
      c. Social

B. Importance of social environment in human growth and development
   1. Everything in environment affects human functioning
   2. Problems of living in urban technical society

C. Stages, roles, and tasks of human development and disrupting effects
   - Birth and infancy
     -- Normal stages and tasks
     -- Deviations from the "normal" and disrupting effects
     -- Relationship of these deviations to
        -- Biological factors
        -- Psychological factors
        -- Environmental factors (Emphasize social environmental factors)

(The outline in Birth and Infancy is followed through the following stages:* Young Child, Childhood, Adolescence, Young Adult, Adult, and Older (Aging) Person.)

II. Social Systems

A. What are social systems?

B. Why are they found among all peoples and civilizations? (Example: Family)

C. Why is social control necessary:
   1. Not harmful unless control is cruel, too much, too harsh, or too rigid
   2. What society and culture are (definition and examples)
   3. Every society must have social rules and <u>acceptance</u> of the social rules considered "central" or most important
   4. Social rules and influencing or demanding enforcement of these social rules is social control

D. How social control works
   1. Dominant group(s) in society decide what are the boundaries of "normality" and of "accepted behavior"
      a. Defines others as "outsiders or rulebreakers"--the ones who "deviate" from line of normality
      b. Importance of asking--
         (1) Whose "rules" are the outsiders breaking?
         (2) Who decides what is "accepted behavior"?
   2. Importance of more than one culture and therefore more than one set of acceptable ways of behaving
   3. Importance of certain rules of behavior for all cultures
      a. All cultures have standards for deciding whether behavior is acceptable or unacceptable
         (1) Where found: through religion and morality
         (2) Possible standard through asking: "Does this behavior demand 'too high a price'"?
            (a) Paid by individual

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* Wayne Campbell, in "The Culturally Disadvantaged--A Cause or Effect?" (Unpublished paper, undated) reports on current research indicating (1) a disproportionate number of mentally retarded come from the disadvantaged population; (2) students of inner city low income area public schools are from 6 months to 3 years behind national norm of achievement for their grade and age; (3) failure is three times as great with low income children; problems of prematurity and early malnutrition, stimulus deprivation and lack of personal attention as well as low body weight are correlated with mental retardation (an effect, not a cause). The implication is strong that with a different social environment these children would not be mentally retarded.

(b) Paid by his family or his unborn children
(c) Paid by society

b. Behaviors demanding "too high a price" must be controlled by society

III. Development of Systems of Service and/or Social Control

A. Necessity for systems in large urban societies
1. Good and bad points of systems of service and social control
2. Good and bad points of systems--learning "one's way around" in a complex social system

B. Systems of resources, services and/or social control dealing with disruptive aspects of growth and development
1. Systems of service, treatment, or control for each stage of growth
a. Infancy
b. Early childhood
c. Later childhood, etc.
2. Preventive systems

IV. Difficulties in Running the Systems Which Deal with Disruptive Aspects of Human Development

A. Gaps in services, inadequacies, difficulties in running the systems
1. How these gaps and inadequacies look to the administration and the worker
2. How they look to the client

B. Problems of social control in a society with pluralism of cultures

C. Importance of a certain degree of societal consensus

D. Possibility that some services may have to be abandoned and a more adequate plan for service instituted (Example: basic income maintenance transferred from local and/or state to federal responsibility and control)

V. How To Do It Better

A. Basic question is values: What kind of society do we want? What kind of persons do we want in this society?

B. Conflicts in values--the ideal society and "ideal types" of persons in society mean every one must give up something--pay some kind of price. Who is willing? Who is not willing?

C. Importance of preventing disruptive aspects of the stages of human development

Summary: In class, students to discuss basic questions of values and better ways of helping persons. Summarize on board or in some other fashion what they believe should be done.

Texts and References

Becker, Ernest. The Birth and Death of Meaning--A Perspective in Psychiatry and Anthropology.

Becker, Howard. The Outsiders.

Dobriner. Social Structures and Systems: A Sociological Overview.

Erikson. Childhood and Society.

_____. "Identity and the Life Cycle", Psychological Issues.

Tannar. Selected Social Work Concepts for Public Welfare Workers.

Towle. Common Human Needs.

Wolff. Children Under Stress.

Young, Whitney. Beyond Racism: Building an Open City.

Unpublished Materials

Campbell, "The Culturally Disadvantaged--A Cause or Effect?"

Visual Aids

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.), 2211 Michigan Avenue, Santa Monica, California 90404.

Black History, Lost, Stolen or Strayed. 16 mm., 54 min., sound, color and black and white, 1968.

CBS (Columbia Broadcasting System), 485 Madison Avenue, New York, New York 10022.

The Tenement. 16 mm., 40 min., sound, black and white.

or

Carousel Films, 1501 Broadway, New York, New York 10036.

The Tenement. 16 mm., 40 min., sound, black and white, 1967.

Indiana University, Audio-Visual Center, Bloomington, Indiana 47401.

The Way It Is. 16 mm., 60 min., sound, black and white, 1967.

International Film Bureau, 3322 South Michigan Avenue, Chicago, Illinois 60604.

Homefires (Homemaker-Home Health Aide Service) 16 mm., 28 min., sound, black and white, 1967.
The Rights of Age. 16 mm., 28 min., sound, black and white, 1967.

McGraw-Hill Text films, 330 West 42nd Street, New York, New York 10036.

Portrait of a Disadvantaged Child--Tommy Knight. 16 mm., 16 min., black and white, 1965.

Studio One Animation, 4640 West 77th Street, Minneapolis, Minnesota 55435.

Dehumanization and the Total Institution. 16 mm., 15 min., sound, color, 1966.

GROUP LEADERSHIP AND SOCIAL CHANGE

Hours Per Week

Class 3; Laboratory 1.

Course Description

Examines membership in and leadership of various kinds of groups, emphasizing the group process. Considers the goals and strategies of social change and the necessity for social change in relation to personal and social values. Observation and participation in groups.

Observation (lab) may consist of one or more of the following:

a. Observing local meetings concerned with social welfare; observe social problems which are discussed or ignored (though relevant). Students will observe and analyze: 1) skills and abilities of leaders of groups; 2) social action strategies discussed or demonstrated (or which appropriately could have been discussed or demonstrated, but were ignored.)

b. After reading two or three magazine or newspaper articles which give recommendations for attacking major social problems, observing and studying local settings which may exhibit these problems (e.g., schools, housing, relationships of police and courts to community). Purpose of the observation: to study how the articles' recommendations for change can be applied to local conditions.

c. Observing or joining an on-going group interested in social change through changing existing laws, including conferring with local officials on steps in the political process of passing new laws and getting them enforced.

Major Divisions

		Hours	
		Class	Laboratory
I.	Introduction to Groups	1	0
II.	Life History of Groups	2	0
III.	Group Process	6	4
IV.	Group Leadership	9	4
V.	Necessity for Social Change	6	0
VI.	Social Change through Social Action	12	4
VII.	Strategies of Social Change	12	4
	Total	48	16

Performance Objectives

The student will demonstrate:

1. Three or more skills as a group member

2. Three or more skills as a group leader
(Demonstration can be done through role-playing, through actual group participation, or in some other way.)

Student will illustrate, through some medium:

3. Values and attitudes which underlie ethnic discrimination and racism in American society

4. Goals and strategies useful in bringing about social change
(Medium may be role-playing; explaining charts, diagrams or cartoons, etc.)

5. Ability to evaluate local groups interested in social change

6. Beginning ability to influence toward social change
(Medium may be actual practice in social change planning and strategies, or through role-playing or simulation.)

I. Introduction to Groups

A. Importance of groups
   1. Groups change individuals
      a. Communication occurs in groups
      b. Social systems depend upon groups
   2. Groups change society
      a. Changing customs and organizations
      b. Laws
      c. Agencies and organizations

B. Kinds of groups according to purpose
(Members' purposes and worker's purpose may differ, but all group process must be person-centered.)

   1. Friendship or pleasure groups based upon:
      a. Belongingness
      b. Emotional pull
      c. Sharing common interests and ties
      (Examples: Cliques, gangs, play, recreation, hobby groups)
   2. People-changing groups based upon common situation or problem:
      a. Self-help groups, examples:
         (1) Parents of handicapped children, Alcoholics Anonymous, Synanon
         (2) Group orientation of hospital patients
      b. Counseling groups, examples:
         (1) Rehabilitation groups for alcoholism

(2) Drug clinic groups
(3) Groups in correctional setting
(4) Groups having social problems

c. Group laboratory: sensitivity encounter groups, based upon dropping masks, developing group trust, changing behavior, increasing personal awareness

3. Group psychotherapy in clinical setting: goal is personality change
4. Task-oriented groups: based on a common task external to individuals--examples:
   a. Committees
   b. Action groups
   c. Government groups
   d. Industrial groups
   e. Classes in school, agency, etc.

NOTE: Groups often have elements of at least two types. Their stated purpose may not be their actual purpose and their expected goals may not be their actual goals, and may change rapidly.

II. Life History of Groups (as related to members)

A. Pre-affiliation

B. Push toward power and control

C. Intimacy

D. Differentiation

E. Separation

III. Group Process
(DEFINITIONS of terms used in study of groups:
1. Behavior: How persons overtly (outwardly) act in the presence of others
2. Emotions: The drives persons experience, and the feelings they have toward one another and about what happens
3. Norms: Ideas about how persons <u>should</u> act, <u>should feel</u>, and <u>should</u> express their feelings
4. Goals: Ideas about what is most desirable for groups, as units, to <u>do</u>
5. Values: Ideas about what is most desirable for groups, as units, to <u>be</u> and to <u>become</u>)

A. Levels of group process
1. Behavior and emotion
2. Norms and goals

B. Elements in group process
   1. Growth of trust and openness
   2. Growth of values (leading to common objectives)
   3. Growth of group identity
   4. Growth of friendships, groupings (cliques) within group
   5. The "fringe members"
   6. Those excluded from group

C. Executive processes
   (DEFINITION: Responsibility for the groups and for getting group's work done)
   1. Functions
      a. Performed by many
      b. Often not done by stated or elected leader
   2. Roles of worker in the executive process
      a. Often worker is enabler, consultant, information giver, encourager
      b. Executive processes are shared by worker

IV. Group Leadership

A. What a worker gains as member of a group
   1. Changing worker perception of himself in relation to own personal growth
   2. Growth in self-expression and self-worth
   3. Growth in interdependence and social responsibility
   4. Realization that others have like problems, sharing support, expression of feelings

B. Give and take of group life as it affects worker
   1. Changing worker behavior
   2. Groups act as mirror--show worker what he is doing and feeling
   3. Assisting worker in the realization that groups are systems of mutual aid

C. Skills in group leadership:
   1. Learning how to observe groups and persons in them
   2. Learning how to participate and to speak as a member of a group
   3. Group meetings: rules of procedure, minutes, reports, etc.
   4. Roles in group leadership, such as:
      a. Encourager
      b. Senior member
      c. Leader (president, chairman, etc.)
      d. Consultant who can get and share information
      (NOTE: Group members and group purposes usually grow best if groups are teams and if the worker is not autocratic, arbitrary or insists on doing everything himself. The best group leadership is often the helping relationship.)

D. Using insights and skills achieved in person-to-person relationships. (See Course Outline: Interpersonal Relations and Communication)

E. Observation of groups

V. Necessity for Social Change

A. Changing conditions and situations

B. Changing values

C. New demands because of changing conditions and values

VI. Social change through Social Action

A. Definition

B. Decision-making and power

C. Social change effected through:
1. Ground-swell of sentiment
2. Changing values
3. Changing politics and policies of government and other agencies
4. Changing laws

VII. Strategies of Social Change

A. Power of groups
1. Groups as vehicles of social change
2. Social change at a local level

B. Worker roles and tasks in social change
1. Working as:
a. Representative of agency
b. Representative of consumer or professional group
c. A concerned citizen
2. Roles and tasks
a. Enabler and expediter
b. Advocate
c. Teacher
d. Mobilizer
e. Community planner

C. Strategies of social change
1. Learning about influence and power
a. Power sources and decision makers
b. How laws and policies are made
c. Influence groups--including enhancing influence of own group
d. Intervention points to wield power
2. Choice of group strategies in social change: which "pays the best?" (These first three work within the political system.)
a. Consensus
b. Conflict--compromise

c. Demonstration and confrontation
d. Violence--Dangers in violence:
   (1) Polarization of attitudes concerning social change
   (2) Violence of opinion: Who gains? Who loses?

D. Specific skills and abilities in social change at the associate degree worker level:
   1. Knowledge of local conditions and people
   2. Observation, assessment, planning at local level
   3. Abilities as a bridge person
   4. Abilities in group participation and leadership
   5. Abilities in working with other groups and coalitions

Texts and References

Cohen. "What Every Social Worker Should Know About Political Action." Social Worker, Vol. 11, No. 3, July 1966.

Dobriner. Social Structures and Systems: A Sociological Overview.

Knowles and Knowles. Introduction to Group Dynamics.

Kramer and Specht, eds. Readings in Community Organization Practice.

Mills. The Sociology of Small Groups.

Olmstead. The Small Group.

Tropp. "The Group: in Life and in Social Work," Journal of Social Casework, May 1969.

Whittaker. "Models of Group Development: Implications for Social Work Practice, Social Service Review, Vol. 44, No. 3, September 1970.

Visual Aids, Records, Teaching Materials and Case Studies

Council on Social Work Education, 345 East 46 Street, New York, New York 10017. (1968-69)

A-4 "Advocacy in a Community Hospital on the Eastern Shore." SP-12, AD-12, CO-12. (#69-340-23).
M-4 "Mediating at a Point of Conflict Between a Group and the Institution's Staff." GW-4. (#68-340-109D).
W-5 "Working with the Poor: Cultural Differences--Worker and Community." GW-5, CO-5. (#68-340-101F).
W-2 "Working with the Poor: Problem-Solving through Community Action." AD-9, RE-9, SP-9, CO-1. (#68-340-101A).

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.)
2211 Michigan Avenue, Santa Monica, California 90404.

Chicano. 16 mm., 22 min., 46 sec., sound, color, 1971.
"I Have a Dream...." 16 mm., 35 min., sound, black and white, 1968.

FIELD INSTRUCTION I AND PRACTICUM SEMINAR I

Hours Per Week

Class, 2; Lab (Field Instruction) 6.

Course Description

The first of a three semester sequence where students are placed in various agencies and organizations to learn through supervised participation in the work of the agency. This semester will emphasize: (a) student growth in self-awareness and self-esteem, (b) interviewing skills, (c) connections and interrelationships with other core courses (d) introduction to systems: the agency and client systems.

Major Divisions

		Hours Class	Hours Field Inst.
I.	Introduction to Systems	4	12
II.	Person-to-person Relationships	6	15
III.	Development of Communication Skills	3	15
IV.	Beginning Ways to Help People	11	48
V.	Connections and Relationships with Other Core Courses	8	6
	Total	32	96

Performance Objectives

The student will identify:

A. In his general relationships to the agency:
   1. Procedures of an agency
   2. How the agency fits into the social system
   3. His role in the agency as an employee
   4. How to fit into a client system as a helping person

B. His roles and tasks:
   1. As an agency worker--relating to:
      a. Agency rules and regulations
      b. Observation and assessment of social situations
      c. Observation and assessment of behavior of himself; of other persons
      d. Use of agency resources to help clients
      e. Knowledge and use of alternative procedures in helping clients
      f. Clerical procedures and how to fill out forms
      g. Interviews
      h. Record Keeping

2. As a helping person--at a beginning level, how to:
   a. Communicate, both verbally and non-verbally
   b. Observe behavioral clues in understanding persons
   c. Interact with other persons, as an individual
   d. Use himself so as to be a helping person
      (1) Showing attitudes of respect, warmth, empathy
      (2) Understanding varying cultures and beginning to adapt his behavior to these cultures

I. Introduction to Systems

   A. Agencies and examples of the social system

   B. Client systems

II. Person-to-Person Relationships

   A. Understanding how another person feels and thinks

   B. Verbal and nonverbal communication

   C. Actions and attitudes that facilitate communication

   D. Actions and attitudes that hinder communication
      1. Within the environment--conflicting or little understood cultures
      2. Within persons--personality or emotional difficulties

III. Development of Communication Skills

   A. Interviewing

   B. Report Writing

IV. Beginning Ways to Help People

   A. Growth in self-esteem and self-worth (A person cannot understand others until he accepts himself and has some feelings of self-worth)

   B. Basic abilities in working with others
      1. Objectivity--ability to see (perceive) actions and situations as they really are and not as one's emotions, prejudices or mind-sets dictate
      2. Communication--ability to identify and empathize with client, so that worker will understand what client means and how he feels
      3. Altruism--ability to help others, not for worker's own personal satisfaction, but because this is his job. Ability not to "take it out" on clients

4. Acceptance--consideration; really "caring about the other person." Acceptance not only of the client, but also acceptance of limitations of agencies. Acceptance, and respect for, differences in individuals, groups and cultures
5. Mutuality--ability to recognize and to act upon the interdependence of people. Ability to set goals with (not for client(s)). Realizations that client(s) has right to expect from society certain minimum rights, but society has right to expect certain minimum responsibilities from individual or group.

C. Exposure to values of the helping professions
   1. The supreme worth of every person and the right:
      a. Of every person to be treated as an individual, with dignity and honesty
      b. Of all to have equal opportunity: to have adequate income, shelter, education and medical care
      c. Of each person to have opportunity to develop to his highest potential

D. Practice principles in helping others
   (DEFINITION: a practice principle is a time-honored concept or way of dealing with human beings stemming from basic values):
   1. Individualization--treating each person as an individual in his own right
   2. Respect--not judging another and respecting differences
   3. Confidentiality--keeping records and information confidential
   4. Client participation and self-determination--helping the client to participate in and to make his own decisions
   5. Dedication or commitment--being dedicated and committed to act upon the dignity and worth of persons, to assist persons in social functioning, and to work toward social change.

V. Connections and Relationships with Other Core Courses

   A. Knowledge in the helping services and problems and issues of the helping services

   B. Knowledge of racial problems and the impact of racism in institutions.

Texts and References

Possible texts and references are at the end of Field Instruction III and Seminar III, p. 76.

FIELD INSTRUCTION II AND PRACTICUM SEMINAR II

Hours Per Week

Class, 12; Lab (Field Instruction), 10.

Course Description

The second in a three semester sequence where the student applies the values, concepts and skills gained from the core courses to the actual process of helping persons. Emphases of this semester are: (a) sharpening of skills and knowledge learned in the first semester; (b) use of self in the helping process; (c) group process, especially in the seminar class itself; (d) systems: instrumental systems and use of community resources.

Major Divisions

		Hours Class	Hours Field Inst.
I.	Social Welfare Systems: Resources	6	50
II.	Behavior: Meaning of Behavior of Others, of One's own Behavior	9	40
III.	Further Use of Self in the Helping Process . . .	9	35
IV.	Beginning Use of Group Process and Group Skills.	12	25
V.	Sharpening of Skills and Knowledge Learned in Field Instruction I and Seminar I	6	20
	Total	32	160

Performance Objectives

The student will:

1. Describe community resources and best ways to use them in assisting clients
2. Follow precedures and rules in using community resources
3. Make referrals to community resources including helping clients to apply for and receive service from other agencies
4. Assist clients to use community resources

I. Social Welfare Systems

A. Other agencies as community resources and instrumental systems to help clients

B. Knowledge of specific resources using one's own agency, other agencies, oneself

II. Behavior: Meaning of Behavior

A. Others' Behavior

B. Our Own Behavior

III. Further Use of Self in the Helping Process

IV. Beginning Use of Group Process and Group Skills

V. Sharpening of Skills and Knowledge Learned in Field Instruction I and Seminar I

Texts and References

Listed at end of Field Instruction III and Seminar III, p. 76.

FIELD INSTRUCTION III AND PRACTICUM SEMINAR III

Hours Per Week

Class, 2; Lab (Field Instruction), 10.

Course Description

Further understanding and use of skills learned in previous semesters. Participation in the group process to function as a group member and leader. Continuing skill in the use of self. Use of systems; their relationship between social services and society; beginning skills in social change.

Major Divisions

		Hours	
		Class	Field Inst.
I.	Systems: Relationships Between Social Services and Society	6	40
II.	Continued Student Growth in Practice Skills and Knowledge	8	50
III.	Connections and Interrelationships with All Other Social Service Courses	8	30
IV.	Social Change	10	40
	Total	32	160

Performance Objectives

The student will demonstrate a beginning ability to:

1. Assess client problems in social functioning and to decide with the client and class whether the problem has personal and/or societal causes.

2. Act as expeditor and as advocate.

3. Perform other helping roles and tasks as needed to help clients. (See Chart of Specific Tasks and Roles in Appendix)

4. Work more effectively with persons of varying ethnic and racial backgrounds

5. Determine which aspects of society's institutions or agencies are dysfunctional to the poor and to minorities, especially on a local level.

I. Systems: Relationships Between Social Services and Society

A. Use of systems as instruments to assist clients

B. How to secure and use precise and adequate information from other agencies

II. Continued Student Growth in Practice Skills and Knowledge

A. Interviewing and person-to-person transactions

B. Steps in group process and leadership
   1. Task-oriented group
      a. Collection of people
      b. Tentative power and control
      c. Group feeling
      d. Development of bond
      e. Purpose and cohesiveness
      f. Definition of goals
      g. Goal implementation
   2. Same outline for other group types

III. Connections and Interrelationships with All Other Social Service Courses

A. Core courses

B. Social Service support courses

C. General education courses

D. Implications for occupational competence

E. Continuing education
   1. Four year college and beyond
   2. In-service training

IV. Social Change

A. Evaluate tasks and roles of agency workers to become aware of further roles and tasks appropriate in helping clients

B. Analyze abilities and tasks of workers (see chart in Appendix)

C. Analyze skills and roles in group leadership

Texts and References

Council on Social Work Education. The Community Services Technician: Guide for Associate Degree Programs in the Community and Social Services.

DeSchweinetz and DeSchweinetz. Interviewing in the Social Services--An Introduction.

Feldman and Scherz. Family Social Welfare: Helping Troubled Families.

Garrett. Interviewing: Its Principles and Methods.

Kramer and Specht, eds. Readings in Community Organization Practice.

Miller. Source Book of Teaching Materials on the Welfare of Children.

Rosenberg. Breakfast--Two Jars of Paste: A Training Manual for Paraprofessionals in the Human Services.

Shulman. A Casebook of Social Work With Groups: The Mediating Model.

Towle. Common Human Needs.

Visual Aids

Carousel Films, 1501 Broadway, New York, New York 10036.

The Tenement. 16 mm., 40 min., sound, black and white, 1967.

Indiana University Audio-Visual Center, Bloomington, Indiana 47401.

The Way It Is. 16 mm., 60 min., sound, black and white, 1967.

McGraw-Hill Text Films, 330 West 42nd Street, New York, New York 10036.

Portrait of a Disadvantaged Child--Tommy Knight. 16 mm., 16 min., sound, black and white, 1965.
Superfluous People. 16 mm., 54 min., sound, black and white, 1962.

Oregon Aid to Families of Dependent Children, KGW-TV.

Wednesday's Child. 16 mm., 60 min., sound, black and white, 1963.

U.S. National Audio-Visual Center, National Archives and Records Services, Washington, D.C. 20409.

With No One to Help Us. 16 mm., 19 min., sound, black and white, 1967.

University of Southern California

AFDC Intake Interview, 16 mm., 16 min., sound, black and white, 1966.

Plays

Farm Service Association of America, 44 East 23rd Street, New York, New York 10010.

Plays for Living (50 plays)

Project Head Start, Office Child Development, Health, Education and Welfare, Room 301, 1111 18th Street, N.W., Washington, D.C. 20506.

Stop Look and Listen: Children Ahead.

SUPPORT SOCIAL AND BEHAVIORAL SCIENCE COURSES

INTERPERSONAL RELATIONS AND COMMUNICATION*

Hours Per Week

Class, 3; Laboratory, 1.

Course Description

A basic course on communication skills and interactions between persons. Emphasizes causes for and prevention of breakdown in communication and indicates ways to achieve satisfactory interactions between persons in pluralism of cultures. Includes: verbal and non-verbal communication; influence of conflicting or little-understood cultures and pluralism of cultures on communication; practice in the skills of interviewing and report writing.

During one hour of laboratory a week, students may practice interviewing and report writing. Laboratory may include use of the film, "Guide to Use of Training Film: Studies in Interviewing" produced by the California State Department of Social Welfare. The film illustrates what individuals say as contrasted with what they think, by using "thought voices" of the performers in the second version of the film.

Major Divisions

		Hours	
		Class	Laboratory
I.	Communication	9	3
II.	Overcoming Barriers to Communication	12	4
III.	Interviewing	4	1
IV.	Worker's Activities in Interviewing	9	3
V.	Practice Principles and Concepts Used in Interviewing	5	2
VI.	Written Communications	9	3
	Total	48	16

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* Adapted from a teaching syllabus on Communication and Person-to-Person Relationships prepared by Josephine Yelder, M.S.W., A.C.S.W.; and Faye U. Munoz, M.S.W., A.C.S.W.

Performance Objectives

At a beginning level in a laboratory situation the student will:

1. Develop the human skills of listening to, feeling with, caring for, and understanding the problems and needs of others.

2. Demonstrate two or more techniques for breaking down barriers to communication that will communicate:
   a. The awareness of the student himself to his human potential to learn, to continually grow and to become a helping person.
   b. The awareness of the human potential of others to learn, to grow, and to help themselves.

I. Communication

A. The universal activity
   1. Definition and aspects of communication
   2. Factors basic to all communication
   3. Communication dependent upon human relationships

B. Influenced by the behavior of individuals and groups
   1. Communication taught by others
   2. Non-verbal communication beyond language

C. Barriers to communication
   1. Differences in cultures in use of verbal communication and gestures
   2. Negative emotions hampering communication
   3. Second language hampering communication

D. Deeply-intrenched biases and prejudices as barriers to communication (on part of both worker and client)

II. Overcoming Barriers to Communication

A. Growth in worker
   1. Self-awareness
   2. Self-acceptance

B. Growth in basic abilities in working with people:
   1. Objectivity
   2. Altruism
   3. Acceptance
   4. Empathy
   5. Mutuality (See Educational Chart I, Appendix)

C. Growth in respect for and acceptance of other cultures and life styles.

D. Growth on part of both worker and client to understand person-to-person interactions, to arrive at and accept mutual goals, to respect each other

III. Interviewing

A. Differences between Communication and Conversation: Diagram of Communication--a Circular Process

B. Interviewing: Definition and Attributes
   1. Definition--a purposeful conversation representing both verbal and non-verbal interaction between two or more people working toward a common goal.
   2. Common attributes of all interviews
      a. Purpose
      b. Needs of interviewee
      c. Behavior of interviewee
      d. Skills, knowledge, attitude needs of interviewer
      e. Program and policy of agency

C. Fundamentals of Interviewing
   1. Preparation for interviewing by worker
   2. Purpose of interview
      a. Clearly stated by worker
      b. Tone or climate for interviewing: positive, helpful
   3. Representing an organization or program, part of interviewer's role

IV. Worker's Activities in Interviewing

A. Self-awareness and interviewing
   1. Importance of self-awareness
   2. Aspects of worker's personality or social environment facilitating or impeding self-awareness
   3. Subjects arousing strong feeling, attitudes, and responses in worker
   4. Importance of self-esteem and positive self-concept
   5. Self-awareness and personal biases and prejudices

B. Observing and listening
   1. Influence of worker's feelings and attitudes
      a. Non-verbal communication: examples of facial expressions, body posture
      b. Appearance of person being interviewed
   2. Listening
      a. Importance of listening
      b. Avoiding preoccupation with fixed plans
      c. Listening for tone of voice as well as words
      d. Noticing a shift in conversation
      e. Identifying inconsistencies and gaps

C. Responding in interviewing
   1. Stating questions clearly
   2. Explaining reasons for questions
   3. Clarifying statements of interviewee
   4. Avoiding "talking down" to a client
   5. Showing patience and understanding
   6. Showing willingness to restate or repeat explanation

D. Worker responsibility for direction and purpose of interview
   1. Awareness of tone and manner, its influence on others
   2. Recognizing offensiveness of "stock answers" showing little personal interest in client
   3. Negative results of effusiveness offensive to a worried interviewee and having the same effect as irritability.

V. Practice Principles and Concepts Used in Interviewing

A. Concept of Acceptance
   1. Acceptance
      a. Importance of
      b. Basic to the value of a belief in the worth and dignity of every person
   2. Definition of Acceptance
      -- Acceptance of a person with "difficult" behavior manifestations no matter how unpleasant or uncongenial
   3. Acceptance shown by allowing client to express true feelings
   4. Decision-making by client through alternatives permitting his own decisions
   5. Worker's understanding of reasons for the feelings behind unpleasant behavior
   6. Worker's control of personal prejudices or feelings on part of worker

B. Concept of Resistance
   1. Definition of
      -- Those attitudes, responses and actions which stand in the way of helping relationships (can be shown by either client or worker)
   2. Examples:
      a. Shifting the subject
      b. Talking in circles
      c. Making unrealistic demands
      d. Over-talking
      e. Silence
      f. Avoiding the subject
      g. Verbal agreement with no motivation for change, etc.

C. Authority in Interviewing
   1. Uses of authority
      a. Authority and responsibility part of role of helping person
      b. Authority either negative or positive, producing growth in client

2. Helping client to accept and use authority

D. Confidentiality
   1. Responsibility of interviewer to interpret confidentiality and how information will be used
   2. Reasons for confidentiality--basic value
      a. Importance of confidentiality to the helping relationship
      b. Client's acceptance of this relationship

VI. Written Communication

A. Importance of Written Communication
   1. In helping the client to determine eligibility
   2. Types of written communication: letters, notes, reports, summaries, etc.
   3. Usefulness of written communication to worker, to client, to agency, in solving problems and facilitating communication
   4. Note-taking
      a. Often necessary in interviewing, re factual matters
      b. Importance of explaining reason for note-taking
      c. Dangers in too little note-taking or excessive note-taking

B. Various Types of Written Communication Used in Agencies
   1. Face-sheets and identifying information
      a. Reason for practice in taking face sheets
      b. Importance of explanation and manner
   2. Appointment letters and other letters
      a. Clear; keep simple; state purpose; use positive and courteous tone
      b. Practice in writing
   3. Reports
      a. Necessity for making written reports
      b. Practice in making reports

Texts and References

DeSchweinetz and DeSchweinetz. Interviewing in the Social Services--An Introduction.

Fast. Body Language.

Garrett. Interviewing: Its Principles and Methods.

Tannar. Selected Social Work Concepts for Public Welfare Workers.

Visual Aids

California State Department of Social Welfare, 744 P Street, Sacramento, California 95814.

Training Aid No. 24A. Guide to Use of Training Film Studies in Interviewing. Film Versions No. 1 and No. 2, undated.

Stuart Reynolds Productions, 9465 Wilshire Boulevard, Beverly Hills, California 90212.

The Eye of the Beholder. 16 mm., 25 min., sound, black and white, 1955.

University of Southern California, Department of Cinema, University Park, Los Angeles, California 90007.

AFDC Intake Interview. 16 mm., 16 min., sound, black and white (four reels, 72 min. total), 1966.

PSYCHOLOGY OF PERSONAL AND SOCIAL DEVELOPMENT

Hours Per Week

Class, 3.

Course Description

Personality theory and dynamics of normal personality development. Emphasis on factors relevant to personal evaluation, self-understanding and effective behavior.

Major Divisions

	Class Hours
I. Man's Basic Nature	8
II. Development of Personality	12
III. Theories of Personality	8
IV. Maladaptive Behavior and Psychotherapy	10
V. Effective Behavior	10
Total	48

I. Man's Basic Nature

A. Society and culture

B. Attitudes, values and beliefs in relation to society

II. Development of Personality

A. Interaction of individual with his environment

B. Relation of culture to personality

III. Theories of Personality

A. Problems in assessment of personality

B. Social variables affecting individual personality

IV. Maladaptive Behavior and Psychotherapy

A. The normal-abnormal controversy

B. The evidence of prejudice and its effects

V. Effective Behavior

A. Social competence
   1. Self perception as a function of social factors
   2. The importance of communication
   3. Varieties of defensive strategies

B. Emotional competence

C. Intellectual competence

D. Social responsibility

Texts and References

Buhler. Psychotherapy and the Image of Man.

Coleman. The Psychology of Effective Behavior.

Faber. The Design Within: Psychoanalytic Approaches to Shakespeare.

Gorlow and Katkovsky. Readings in the Psychology of Adjustment.

Lazarus. Behavior Therapy and Beyond.

Visual Aids

Appleton-Century-Crofts, Film Library, 267 West 25th Street, New York, New York 10001.

Behavior Theory in Practice: Part I. 16 mm., 20 min., sound, color, 1965.

Bellefaire Public Relations Department, 22110 Fairmount Boulevard, Cleveland, Ohio 44118.

Someday I'll Happy Be. 16 mm., 28 min., sound, black and white, 1967.

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.), 2211 Michigan Avenue, Santa Monica, California 90404.

Marijuana: The Great Escape. 16 mm., 20½ min., sound, color, 1970.
The National Smoking Test. 16 mm., 51 min., sound, black and white, 1968.
Occupation: Student. 16 mm., 18 min., sound, color, 1970.

University of Minnesota Audio-Visual Education Service, Room 55, Wesbrook Hall, Minneapolis, Minnesota 55455.

The Action-Self and the Idealized-Self, Film No. 9 (Understanding Human Behavior Series). 16 mm., 30 min., sound, black and white, 1959.

Behavioral Research--Film No. 6 (Understanding Human Behavior Series). 16 mm., 29 min., sound, black and white, 1959.

THE CULTURE OF POVERTY

Hours Per Week

Class, 3.

Course Description

Survey of various poverty areas of America, including urban minority groups, Appalachia and other rural poverty pockets, and the American Indian, both in the cities and on reservations. Emphasizes contributions of each culture and looks toward positive methods of alleviating poverty.

Major Divisions

		Class Hours
I.	How Culture Affects Personality	10
II.	Causes of Poverty	9
III.	Urban Poverty	9
IV.	Rural Poverty	10
V.	Methods of Alleviating Poverty	10
	Total	48

I. How Culture Affects Personality

A. Effect of poverty on the child
   1. Differing family cultures
   2. Lack
      a. Food
      b. Clothing
      c. Shelter
      d. Education
      e. Cultural influences

B. Young people
   1. Scorn of own culture
   2. Need for pride in racial culture and/or religion

C. Adult Reactions
   1. Need for status: feelings of inferiority
   2. Need for preserving cultures in language and the humanities

II. Causes of Poverty

A. Lack of education

1. Cultural lack
2. Inferior schools

B. Lack of motivation
1. Family apathy
2. Hopelessness
3. Racial tension

C. The Establishment
1. Competition
2. Fight for status
3. Overpopulation

D. Racial Problems
1. Prejudices
2. Discrimination
3. Sensitivity
4. Lack of recreation facilities

III. Urban Poverty

A. The plight of the cities
1. Overcrowding
2. Deterioration
3. Pollution

B. Lack of jobs
1. Discrimination
2. Need for re-training

C. Educational inferiority
1. Discrimination
2. Poor schools
3. Lack of sensitive teachers

IV. Rural Poverty

A. Appalachia
1. Adult education
2. Fostering of creativity

B. The Indian reservations
1. Living in two worlds
2. Integration of schools and communities
3. Fostering creativity

C. The Deep South

D. The West: Latin American culture

V. Methods of Alleviating Poverty

A. Types
   1. Social Welfare
   2. Head Start
   3. Unemployment Insurance
   4. Social Security
   5. Guaranteed income

B. Education
   1. International Institute
   2. Target Area Schools
   3. Work-Study programs
   4. Vocational training
   5. Adult education

C. Cooperation of Business and Industry
   1. Fair Employment Practices
   2. Re-training

Texts and References

Allen, ed. Psychological Factors in Poverty.

Caplovitz. The Poor Pay More.

Dabaghian. Mirror of Man: Readings in Sociology and Literature.

Dawson. On the Outskirts of Hope.

George. Progress in Poverty.

Hoffman. World Without Want.

Kurokawa. Minority Responses: Comparative Views of Reactions to Subordination.

White. Tactics for Teaching the Disadvantaged.

Visual Aids

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.), 2211 Michigan Avenue, Santa Monica, California 90404.

Black and White Uptight. 16 mm., 35 min., sound, color, 1969.
Minority Youth: Adam (Shoshone Indian) 16 mm., 10 min., 8 sec., sound, color; Akira (Japanese) 16 mm., 14 min., 31 sec., sound, color; Augie (Mexican-American) 16 mm., 10 min., 40 sec., sound, color; Felicia (black) 16 mm., 11 min., 33 sec., sound, black and white, all 1971.

<u>Operation Head Start</u>. 16 mm., 16 min., sound, black and white, 1966.

Encyclopaedia Britannica Films, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611.

<u>War on Poverty...A Beginning</u>. 16 mm., 26 min., sound, black and white, 1967.

McGraw-Hill Textfilms, 330 West 42nd Street, New York, New York 10036.

<u>Portrait of a Disadvantaged Child</u>. 16 mm., 16 min., sound, black and white, 1965.

S.F. Gordon, 10 Sheridan Square, New York, New York 10014.

<u>How Come When Its Thunderin' You Don't See the Moon?</u> 16 mm., 15 min., sound, color, 1965.

U.S. National Audiovisual Center, National Archives and Records Service, Washington, D.C. 20409.

<u>Volunteers for Head Start</u>. 16 mm., 7 min., sound, color, 1966.

JUVENILE DELINQUENCY

Hours Per Week

Class, 3.

Course Description

Causes of juvenile delinquency, institutions which manage it and some theories and methods for its prevention

Major Divisions

	Class Hours
I. Etiological Factors in Criminality	10
II. Early Contacts with the Delinquent	15
III. Processing the Juvenile Delinquent	12
IV. Preventing Crime and Delinquency	12
Total	48

I. Etiological Factors in Criminality

A. Relative weight and research data in:
   1. Genetic and instructional factors
   2. Social, cultural, psychological

II. Early Contacts with the Juvenile Delinquent

A. Schools

B. Clinics and similar agencies

C. Police agencies

III. Processing the Juvenile Delinquent

A. Detection

B. Diagnosing: types of dichotomies

C. Juvenile Court procedures

D. Rehabilitation programs
   1. Individual manipulation
   2. Group treatment
   3. Institutional treatment

E. The role of probation and parole

IV. Preventing crime and delinquency

A. Predicting delinquency

B. Program of crime prevention

Texts and References

Chambliss. Crime and the Legal Process.

Douglas. Deviance and Respectability: The Social Construction of Moral Meanings.

McCaghy, and others, eds. In Their Own Behalf: Voices from the Margin.

Savitz. Dilemmas in Criminology.

Visual Aids and Tapes

McGraw-Hill Book Company, College and University Division, 330 West 42nd Street, New York, New York 10036.

Disturbed Children: Reflections of the American Scene. Paul H. Hahn. 29 min., recorded 1968, Reel (075608-2). Cassette (081323-x).
Defining and Assessing the Psychopath: A British View. D. W. McKerracher. 37 min., Recorded 1968. Reel (075539-6). Cassette (081226-8).
Mental Illness, Delinquency and Creativity. You-Yuh Kuo. 20 min., recorded 1968. Reel (075455-0). Cassette (081377-9).
You, Youth and Delinquency. Nick Seta. 36 min. Recorded 1964. Reel (075904-9). Cassette (081163-6).

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.), 2211 Michigan Avenue, Santa Monica, California 90494.

Alcohol and You. 16 mm., 28 min., sound, color, 1967.
Drugs: The First Decision. For future release.
LSD. Insight or Insanity? Revised. 16 mm., 28 min., sound, color, 1968.
Marijuana. 16 mm., 34 min., sound, color, 1968.
Speedscene: The Problem of Amphetamine Abuse. 16 mm., 17 min., sound, color, 1969.
Up Pill, Down Pill. 16 mm., 23½ min., sound, color, 1970.

POWER STRUCTURE IN AMERICAN GOVERNMENT

Hours Per Week

Class, 3.

Course Description

Theoretical and historical analysis of power structure in American government. Balance of power and checks and balances: functional and dysfunctional; Decision making process in government. Influences upon legislation: Special interests, voter interests, pluralism of cultures.

Major Divisions

		Class Hours
I.	Introductory Concepts	6
II.	Democratic Theories	3
III.	The Theoretical Foundations of the American Political System	6
IV.	Federalism	6
V.	Political Opinion and Behavior	12
VI.	Working for Change	15
	Total	48

I. Introductory Concepts

A. Systems framework
   1. Government as institutions and roles
   2. Politics and Power
      a. Conflict
      b. Resolution

B. Formal Institutions
   1. Input
   2. Output

II. Democratic Theories

A. Traditional or classical
   1. Majority rule
   2. Rights of minorities

B. Pluralist democracy
    1. Melting pot of interests
    2. Pressure groups

C. Elitism
    1. Industry, managerial, banks
    2. Checks and balances

III. The Theoretical Foundations of the American Political System

A. The Presidency
    1. The electoral system
    2. Presidents we have known: power
        a. Foreign
        b. Domestic

B. Congress
    1. The Democrats
    2. The Republicans

C. The judicial system
    1. Judicial power and policy-making
    2. Judicial restraint vis-á-vis judicial activism

IV. Federalism

A. Discrimination and federalism

B. Vertical power relationships

C. Relationship between federalism and democratic theory

V. Political Opinion and Behavior

A. The polls: voice of the people (?)

B. Education for democracy

C. Voting for improvement
    1. Urban renewal
    2. Defense
    3. Education

VI. Working for Change

A. Power of Interest: Pressure Groups
    1. Civil liberties and civil rights
    2. The youth
    3. Women's liberation

B. Party reform

C. Establishment reform

Texts and References

Dye and Zeigler. The Irony of Democracy.

Lamb. The People Maybe: Seeking Democracy in America.

Livingston and Thompson. The Consent of the Governed.

Lockard. The Perverted Priorities of American Politics.

ARTICLES ON THE WAYS THE SOCIAL SERVICE WORKER CAN EFFECT SOCIAL CHANGE

Boulding. "The Boundaries of Social Policy," Social Work, Vol. 12, No. 1, January 1967, pp. 3-11.

Brager. "Institutional Change: Perimeters of the Possible," Social Work, Vol. 12, No. 1, January 1967, pp. 59-69.

Cohen. "What Every Social Worker Should Know About Political Action," Social Work, Vol. 11, No. 3, July 1966, pp. 3-11.

Coughlin. "Community Planning: A Challenge to Social Work," Social Work, Vol. 6, No. 4, October 1961, pp. 37-42.

Rein and Riessman. "A Strategy for Antipoverty Community Action Programs," Social Work, Vol. 11, No. 2, April 1966, pp. 3-12.

Schneiderman. "A Social Action Model for the Social Work Practitioner," Social Casework, Vol. 46, No. 8, October 1965, pp. 490-495.

Sherrard and Murray. "The Church and the Neighborhood Community Organization," Social Work, Vol. 10, No. 3, July 1965, pp. 3-14.

Wade. "Social Work and Social Action," Social Work, Vol. 8, No. 4, October 1963, pp. 3-10.

Zweig and Morris. "The Social Planning Design Guide: Process and Proposal," Social Work, Vol. 11, No. 2, April 1966, pp. 13-21.

GENERAL EDUCATION COURSES

INTRODUCTORY SOCIOLOGY

Hours Per Week

Class, 3

Course Description

Examines society in terms of the interaction of groups and cultures. Involves a consideration of the family, government, education, and religion as basic American institutions. Emphasis is placed on the scientific method of approach.

Major Divisions

	Class Hours
I. Introduction	3
II. Culture and Social Control	7
III. Culture, Personality, Status, Role	15
IV. Social Problems	13
V. Functions of Institutions	10
Total	48

I. Introduction

A. The Field of Sociology
   1. Its history
   2. Its function

B. Social Groups

II. Culture and Social Control

A. United States Culture
   1. United States culture in historical perspective
   2. United States culture in international perspective

B. The Processes of Social Control
   1. The formal processes of control
   2. The informal processes of control

III. Culture, Personality, Status, Role

A. How culture molds personality

B. Status and role in society
   1. Achieved and ascribed status
   2. Dynamics of leadership

IV. Social Problems

A. America's various social groups or classes

B. Racial and ethnic minorities
   1. Race relations in America
   2. Contributions of racial and ethnic minorities

C. Social mobility
   1. Movement within America's social structure - to 1940's
   2. Factors limiting movement

D. Population and resources
   1. Internal population problems
   2. International population problems

V. Function of Institutions

A. The Family
   1. Familial patterns and processes in the United States
   2. Problems of change

B. Education
   1. History of American education
   2. Problems and proposals for change
   3. Trends in American education

C. Religion
   1. A review of the religious institutions in America
   2. The "new" religions

D. The economic order
   1. Economic patterns in the United States
   2. Problems of stability and change

E. America's political structure: political sociology

Texts and References

Biesanz. Introduction to Sociology.

Green. Sociology: An Analysis of Life in Modern Society.

Horton and Hunt. Sociology.

Knowles. Institutional Racism in America.

Krech, Crutchfield, and Ballachey. Individual in Society: A Textbook of Social Psychology.

Needleman. The New Religions.

O'Bannion, and O'Connell. The Shared Journey. An Introduction to Encounter.

Sumption and Engstrom. School-Community Relations: A New Approach.

Visual Aids

BFA Educational Media (A Division of Columbia Broadcasting System) 2211 Michigan Avenue, Santa Monica, California 90404.

Kids, Parents, Pressures (Guidance for the 70's Series). 16 mm., 16 3/4 min., sound, color, 1970.
The People Next Door. 16 mm., 79 min., sound, black and white, 1969.

Encyclopaedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611.

Aristotle's Ethics, Book I: Theory of Happiness. 16 mm., 29 min., sound, color, 1962.

INTRODUCTORY PSYCHOLOGY

Hours Per Week

Class, 3.

Course Description

An introduction to the systematic study of human behavior emphasizing the social determinants of perception, learning, motivation, emotion and personality.

Special consideration is given to childhood socialization, symbolic processes, individual and group decision-making, attitudes, opinions, values, and communication.

Major Divisions

		Class Hours
I.	Psychology - A Systematic Study of Human Behavior, Relation to Science and Values	9
II.	Personality Development and the Life Cycle	13
III.	Prejudice, Values, Attitudes, Opinions	9
IV.	Groups	9
V.	The Democratic Ideal and the Role of Psychology in the Study and Elimination of War	9
	Total	48

I. Psychology - A Systematic Study of Human Behavior, Relation to Science and Values

A. Perception - an active process - its organization

B. Social perception - its organization

C. Phenomena and theories of learning - personal experiences and application

II. Personality Development and the Life Cycle

A. The measurement of motives, conflict and ego defense, cognitive dissonance

B. Strategies and symptoms
   1. Strategies of happiness
   2. Neuroses

3. A psychosis: Schizophrenia
4. Theories, techniques and the effects of psychotherapy

III. Prejudice, Values, Attitudes, Opinions

A. Values

B. Attitudes

C. Opinions

D. The transmission of social class

E. The reasons for prejudice: idology
1. The expression of aggression
2. Personality factors in prejudice
3. Situational factors in prejudice
4. The changing of prejudice

IV. Groups

A. Symbolic processes - group and individual decision-making; the creative process

B. Groups in stability and change - action and rejection
1. Action and rejection by groups conformity
2. Role conflict

C. Small-group processes:
Defining and enhancing interpersonal relations through sensitivity theories and techniques

V. The Democratic Ideal and the Role of Psychology in the Study and Elimination of War

Texts and References

Dyal. Readings in Psychology: Understanding Human Behavior.

King. Readings for an Introduction to Psychology.

Smith and Rohrman. Human Learning.

Wrench. Psychology: A Social Approach.

Visual Aids

McGraw-Hill Textfilms, 330 West 42nd Street, New York, New York 10036.

Psychological Differences Between the Sexes (Series: Marriage and Family Living.) 16 mm., sound, color, 1965.

ENGLISH COMPOSITION AND COMMUNICATION SKILLS

Hours Per Week

Class, 3.

Course Description

Principles of speaking, listening, critical thinking, exposition, and report writing with emphasis on clear, logical thinking and theme (subject) development.

Major Divisions

		Class Hours
I.	Introduction to Communication	9
II.	Critical Thinking	9
III.	Speaking and Listening	12
IV.	Expository Writing	9
V.	Technical Writing	9
	Total	48

I. Introduction to Communication

A. Assessment of student's strengths and weaknesses
   1. Assignments in speaking
      a. Dialogue with another student: eases tension
      b. Verbal reporting of an incident observed. Student is a reporter for a newspaper. Reports an accident, fight, fire, etc. Logically presented, verbally, from an outline.
      c. A speech to be given to school board, criticizing policy with facts logically presented and rebuttals to arguments.
      d. A logically developed speech (using an outline to maintain correct sequence) to be given to a traffic judge. His speech is to protest a ticket given unfairly. Facts must be included to show innocence of speaker -- must be convincing arguments.
   2. Assignments in listening
      a. Criticizing of speeches based on logical development and validity of facts
      b. Problems in physical techniques of speaking (voice and body use)
   3. Assignments in critical thinking
      a. Correct selection and limiting of subject to a workable size
      b. Logical development of ideas using an outline
      c. Summarizing and concluding
   4. Assignments in expository writing
      a. The paragraph
      b. Sequence and continuity

c. Criticizing own work and others based on a list of criteria distributed by teacher

5. Assignments in report writing
   a. Informal report
      (1) Letter to a department store protesting poor merchandise, service, parking facilities, etc.
      (2) Letter to a newspaper protesting a community action that is expensive, discriminatory, establishing a precedent, etc.
   b. Critiques of reports

B. Investigation of career choices: occupational communication
   1. Critical thinking and research
   2. Speeches on three possible career choices (one or two at sub-professional level: be realistic)
      a. Demonstration speech with visuals
      b. Audience critiques (listening)
   3. Exposition (overview of career field chosen)
      a. Latest information on salaries
      b. Potentials in the field in 5 years, 10 years
      c. Areas using this field (this involves using the library for research.)
   4. First draft of report on career choice
      a. Self-analysis in related areas (to show strengths and weaknesses)
         (1) Abilities
         (2) Interests
         (3) Studies
         (4) Grades in related areas
      b. Organize
         (1) Outline
         (2) Limit subject
         (3) Eliminate non-essentials
      c. Check for errors in facts

II. Critical Thinking

A. Principles of research and reporting
   1. Recording data
   2. Gathering only material needed: limiting your subject
   3. Obtaining exact quotations with pages, author, reference, place published, company, date (pages, if article)

B. Types of research
   1. Interviewing
      a. Personal: acquire some type of factual, written confirmation of interview; draft could be submitted to interviewee for signature
      b. Questionnaires (signature): be precise; questions to the point

2. Books, periodicals, manuals, reports
    a. Analysis of data to be used based on some criteria:
        (1) Is the author qualified?
        (2) Is the author up-to-date?
        (3) Is the publication an accredited journal or book?
    b. Organization of data

III. Speaking and Listening

A. Small group conference
    1. Lead conference of five others with your career choice
        a. Find out what they know about the field - give everyone a chance then --
        b. Produce factual material (shocking sometimes)
    2. Obtain audience critiques as to presentation, organization, etc., based on certain criteria)

B. Large group conference
    1. Discussion techniques (using several)
    2. Overview of your career choice: you teach class, using latest visuals

IV. Expository Writing

A. Mechanics of expository writing
    1. Thesis statement
    2. Outline
    3. Bibliography cards
    4. Note cards
    5. Rough draft
    6. Final paper

B. Analysis of student's papers: opaque projector (name taped)
    1. Grammar, capitalization, spelling review
    2. Oral and written critiques of each paper
    3. Problems
        a. Parallelism
        b. Antecedents
        c. Transitions
        d. Generalization (get facts)
        e. Repetitions
        f. Clarity
        g. Lucidity
        h. Euphony: it must sound good when read aloud

V. Technical Writing

A. Oral reports (showing different kinds of technical writing)
    1. Principle, style, mechanics of reports

a. Memoranda
b. Letters (business)
c. Progress reports
d. Laboratory reports
e. Formal
f. Informal

2. Proposals; project reports

B. Revision of first draft
1. Additional research (get facts)
2. Revision of outline (limit subject)
3. Second draft

C. Third draft (tightening)
1. Revising
2. Rewriting
a. Paragraphing
b. Sentence variety and quality (any fragments? anything unclear?)
3. Re-organization
4. See (D) mechanics

D. Mechanics
1. Tables, graphs, etc.
2. Illustrations
3. Footnotes
4. Bibliography
5. Methods of duplicating, publishing, etc.

Texts and References

Glidden. Reports, Technical Writing and Specifications.

Gowen. English Review Manual.

Hayes. Principles of Technical W[illegible]ing.

Irmscher. Ways of Writing.

Shurter and Pierce. Critical Thinking: Its Expression in Argument.

Turner. Technical Writing and Editor's Style Book.

Visual Aids and Tapes

McGraw-Hill Book Company, College and University Division, 330 West 42nd Street, New York, New York 10036.

Literary Style. 25 min., recorded 1963, reel (0757380).
10 Commandments of Meaningful Communications. William C. Wester, 23 min., recorded 1968, reel (075513-2). Cassettes (081418-x)

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.), 2211 Michigan Avenue, Santa Monica, California 90404.

Strange Case of the English Language. 16 mm., 48 min., sound, color and black and white, 1968.

Writers on Writing. 16 mm., 28 min., sound, color, 1965.

BIOLOGY OF MAN

Hours Per Week

Class, 3; Laboratory, 3.

Course Description

Introductory course emphasizing environmental biology and its relationship to man as one among the many sciences highlighting the spirit of discovery of life, of living and changing relationships; the functional basic of life, chemical and neural control of life and the coordination of the organism.

Major Division

	Hours	
	Class	Laboratory
I. Scientific Methods	6	8
II. Cytology	6	10
III. The Unit of Life	12	10
IV. Unit on Animal Physiology	12	10
V. Heredity and Evolution	12	10
Total	48	48

I. Scientific Method

A. Introduction to the scientific method
   1. Philosophy
   2. History
   3. Methods of science

B. Tools of science
   1. Laboratory
   2. Microscope and slides
   3. Drawing
   4. Dissection
   5. Exhibits

C. Problem solving
   1. Problem
   2. Information gathering
   3. Conclusions

II. Cytology

A. Introduction to Cytology
   1. Taxonomy
   2. Cells
   3. Simple columnar epithelium
   4. Cuboidal epithelium

B. Arbitic and biotic symbiosis

C. Life Zones and biometrics

D. Social conservation of man

III. The Unit of Life

A. Characteristics of living things

B. Chemical composition of protoplasm

C. Physical composition of protoplasm

D. Modern concept of the cell

IV. Unit on Animal Physiology

A. Digestion and nutrition
   1. Osmosis demonstration
   2. Hydra
   3. Planaria
   4. Digestion system of frog - dissection
   5. Enzyme action upon different food substances

B. Excretion

C. Circulation - development

D. Respiration - Physiology

E. Endocrine system

F. Reproduction - Urogenital

V. Heredity and Evolution

A. Chemistry of heredity - DNA RNA

B. Mendelian genetics

C. Hardy-Weinberg theories

D. Genetic Drift

E. Evolution

Texts and References

Brown. General Biology.

Case and Steirs. Biology, Observation and Concept.

Gray. The Use of the Microscope.

Leach. The Biocrats.

Stansfield. Genetics.

Visual Aids

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.)
2211 Michigan Avenue, Santa Monica, California 90404.

Darwin's Finches: Clues to the Origin of the Species. 16 mm., 10½ min., sound, color and black and white, 1961.
Voyage to the Enchanted Isles. 16 mm, 54 min., sound, color, 1969.

Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois, 60601.

Biology in Space Science. 16 mm, 13½ min., sound, color and black and white, 1966.
Biology in Today's World. 16 mm, 11 min., sound, color and black and white, 1962.

INTRODUCTION TO SOCIAL RECREATION AND LEADERSHIP

Hours Per Week

Class, 3; Laboratory, 3.

Course Description

A theory and activity course teaching: (1) leadership of recreation activities, with emphasis on the social development and integration of individuals into group programs and (2) mechanics of planning techniques of presentation and repertoire of special activities for social recreation. Field Trips required.

Major Divisions

		Hours Class	Hours Laboratory
I.	Introduction to Social Recreation	2	3
II.	Specific Leadership Techniques and Nature of Social Recreation Activities	4	5
III.	Leadership Techniques in Working with People	8	5
IV.	Party Planning and Evaluation	6	5
V.	Age Characteristics and Adapting Activities . . .	4	5
VI.	Special Areas Within Social Recreation	3	5
VII.	Special Leadership Problems	4	5
VIII.	Traditional Recreational Games	8	5
IX.	Foreign Games	5	5
X.	Final Evaluation	4	5
	Total	48	48

I. Introduction to Social Recreation

A. Definition of Recreation

B. Definition of Social Recreation and its differences from other forms of recreation

C. Importance and goals of social recreation

II. Specific Leadership Techniques and Nature of Social Recreation Activities

A. General game leadership techniques

B. Nature of Social Recreation Activities

1. Mixers
2. Defrosters
3. Active games
4. Relays
5. Inactive games
6. Dance mixers
7. Naturettes
8. Brain teasers
9. Sense alerters
10. Mystifiers
11. Stunts
12. Card games
13. Skits
14. Table games

III. Leadership Techniques in Working with People

A. Signals and Cues to gain attention

B. Use of volunteer

C. Formations for explaining games

D. Choosing teams

E. The attributes of the good recreation leader

IV. Party Planning and Evaluation

A. Direct leadership and general planning

B. Specifics and parties

C. Program sequence

D. Evaluation

V. Age Characteristics and Adapting Activities

A. Characteristics

B. Planning

C. Age group adaptations and guidelines

VI. Special Areas within Social Recreation

A. Banquets

B. Entertainment

C. Picnics and outdoor social events

D. Progressive dinners and games

E. Large group programs

F. Decorations

G. Skits and Drama

H. Sources and Resources

VII. Special Leadership Problems

VIII. Traditional Recreational Games

A. Carom

B. Croquet

C. Deck Tennis

D. Horseshoes

E. Shuffle Board

F. Tether Ball

G. Table Tennis

H. Pocket Billiards

I. Quoits

J. Bocci

IX. Foreign Games

X. Final Evaluation

Texts and References

Butler. Introduction to Community Recreation.

Green. Creative Arts and Crafts Activities.

Kraus. Recreation Today: Program Planning and Leadership.

Mitchell. Camp Counseling.

Shivers. Leadership in Recreation Service.

Thompson. Recreation for the Handicapped in the Community Setting.

Williams. Recreation for the Senior Years.

Visual Aids

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.), 2211 Michigan Avenue, Santa Monica, California 90404.

Folk Dance Today. 16 mm., 16 min., sound, color.

HUMANITIES

Hours Per Week

Class, 3.

Course Description

An examination of great ideas of Western Culture from antiquity to the present as exemplified in literature, philosophy, art, and music. The emphasis is on the inter-relationship of ideas, especially those ideas which relate to human values and to the interpretation of human experience as expressed in the arts.

Major Divisions

		Class Hours
I.	The Ancient World	6
II.	The Medieval World	6
III.	The Renaissance and the 17th Century	8
IV.	The Enlightenment (18th Century)	8
V.	The 19th Century	8
VI.	The 20th Century	12
	Total	48

I. The Ancient World

A. Philosophy and Religion

B. Literature and Theatre

C. Art of ancient and classical Greece

D. Music

E. Hellenistic transition to early Middle Ages

II. The Medieval World

A. Philosophy and religion

B. Literature and drama in the church

C. Medieval Art

1. Romanesque
2. The cathedrals

D. Music
1. Palestrina
2. Gregory, etc.

III. The Renaissance and the 17th Century

A. Literature: Shakespeare and his contemporaries

B. Philosophy: Age of Adventure; Age of Reason

C. Art: The History of Western Art (background and Baroque)

D. Music: Popular History of Music (background and Baroque)

IV. The Enlightenment (18th Century)

A. Literature survey

B. Philosophy: Age of Enlightenment (Locke, Hume, etc.)

C. Music: Bach, Haydn, Mozart, etc.

D. Art: The History of Western Art (El Greco, Rubens, Rembrandt, etc.) Art, Music and Ideas.

V. The 19th Century

A. Literature and the Theatre

B. Philosophy and religion

C. Music: Popular History of Music

D. Art: History of Western Art

VI. The 20th Century

A. Literature
1. Fiction
2. Non-fiction
3. Drama
a. The theatre
b. The film
c. Radio and television

B. Philosophy and religion

C. Art: The History of Western Art (Impressionism, Surrealism, Cubism)

D. Music: Popular History of Music

Texts and References

Christianson. The History of Western Art.

Copland. Music and the Imagination.

Dudley and Faricy. The Humanities.

Fleming. Art, Music and Ideas.

Freedley and Reeves. A History of the Theatre.

Harman. Popular History of Music.

Myers. Art and Civilization, 2nd ed.

Scriven. Primary Philosophy.

Visual Aids

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.), 2211 Michigan Avenue, Santa Monica, California 90404.

Art of the Motion Picture. 16 mm., 20 min., sound, color, 1970.
Discovering Music Series: All 16 mm., sound, color; American Folk Music, 21½ min., 1969; Jazz, 21½ min., 1969; The Music of Africa, 22 min., 1967; The Music of India, 22 min., 1969; The Music of Japan, 22 min., 1967; The Music of Latin America, 20 min., 1969; The Music of the Middle Ages, 20 min., 1968; The Music of the Middle East, 21 min., 1968.

Encyclopaedia Britannica Films, Inc., 425 Michigan Avenue, Chicago, Illinois 60611.

The Humanities Films: Their Aims and Uses. 16 mm., 29 min., sound, color, 1967.

FAMILY LIFE EDUCATION

Hours Per Week

Class, 3.

Course Discription

A study of the child in the family and community in relation to social, cultural, economic, racial and geographical influences on his growth and development. Community resources as they relate to the education, health, welfare, recreational and other activities of the child.

Major Divisions

		Class Hours
I.	Introduction: Overview of Societal Factors Affecting the Child in the Family	6
II.	Family Relationships and Their Affect on the Child	10
III.	Family Operational Procedures	10
IV.	Socio-economic and Status Levels of Families . .	6
V.	The Enlarging Community	6
VI.	The Child in the Nation and World	10
	Total	48

I. Introduction: Overview of Societal Factors Affecting the Child in the Family

II. Family Relationships and Their Affect on the Child

A. Differing family structures

B. Family processes

C. Cultural milieu of family

D. Effect of different family interactions and relationships as they affect child growth and development

E. Effect on non-family members on growth and development of child

III. Family Operational Procedures

A. Changing roles and functions of parents

B. Rituals and family methods of expression and living

IV. Socio-economic and Status Levels of Families

A. Class structure as it affects the child

B. Individual status of the child

C. Racial problems as they affect families

D. Relationship of geographical location to family problems

V. The Enlarging Community

A. Growing out of the family

B. Peer groups: pre-school and later

C. Effect of the educational process and schools

D. Recreation and other community activities

E. Mass media

F. Community resources for health and welfare

VI. The Child in the Nation and World

A. Population statistics and trends

B. Different philosophies of child rearing

C. World problems of families

D. World agencies related to families

Texts and References

Bossard and Boll. Sociology of Childhood.

Bowman. Marriage for Moderns.

Buck and Zarfoss. The Gifts They Bring: Our Debt to the Mentally Retarded.

Heffernan and Todd. The Years Before School: Guiding Preschool Children.

Hurlock. Adolescent Development.

_____. Child Development.

Lowenfeld and Brittain. Creative and Mental Growth.

Mussen and others. Readings in Child Development and Personality.

Visual Aids

BFA Educational Media (A Division of Columbia Broadcasting System, Inc.), 2211 Michigan Avenue, Santa Monica, California 90404.

First Cigarette. 16 mm., 9½ min., sound, color, 1970.
A Key of His Own. 16 mm., 9¼ min., sound, color, 1969.
Kids, Parents, Pressures. (Guidance for the 70's Series) 16 mm., 16 3/4 min., sound color, 1971.
Meeting Strangers: Red Light, Green Light. 16 mm., 20 min., sound, color, 1969.

Indiana University Audio-Visual Center, Bloomington, Indiana 47401.

Old Age--The Wasted Years. (Parts I, II) 16 mm., 60 min., sound, black and white, 1966.

International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois 60604.

The Neglected. 16 mm., 35 min., sound, black and white, 1965.

Smart Family Foundation, 65 East South Water, Chicago, Illinois 60601.

Who Cares About Jamie? 16 mm., 16 min., sound, black and white, 1963.

University of Southern California, Department of Cinema, University Park, Los Angeles, California 90007.

Have I Told You Lately That I Love You? 16 mm., 16 min., sound, black and white, 1961.

PRINCIPLES OF ECONOMICS

Hours Per Week

Class, 3.

Course Description

Fundamental study of significant economic problems with analysis of history of economics in America and the relationship of economics to societal change.

Major Divisions

	Class Hours
I. History of Economics in the United States	8
II. Development of American Economics Institutions .	8
III. Capital and Labor	10
IV. Business and Industry	12
V. Problems in Economics	10
Total	48

I. History of Economics in the United States

A. Principles of economics: analysis
   1. Macro-economics
      a. Theory
      b. Tools and policies
      c. Aggregative economics
   2. Micro-economics
      a. Theory
      b. Price analysis
      c. Comparative iconoclastic systems
      d. Role of fiscal and monetary policy

B. Survey of economic systems
   1. Functioning of American economic system
   2. Significance

II. Development of American Economic Institutions

A. Economic growth
   1. Functioning of economy
   2. Significance

B. Economic Geography
   1. Distribution of resources in the U.S.
   2. Causes for location

C. Industry

D. Commerce

E. Transportation

F. Finance

G. Surveys and Statistics

H. Evaluation

III. Capital and Labor

A. Labor markets

B. Free enterprise and monopoly

C. Labor vs. management
   1. Problems between labor and capital
   2. Arbitration

IV. Business and Industry

A. Types of Business
   1. Educational requirements
      a. College or university
      b. Business schools, public or private
   2. Types of jobs available
      a. Managerial
      b. Staff
      c. Secretarial
         (1) Legal
         (2) Medical
         (3) Dental
         (4) Office machines

B. Types of industrial plants
   1. Management and organization
   2. Labor qualifications
      a. Vocational training
      b. Types of jobs available

C. Price, competition, monopoly
   1. Supply and demand
   2. Government

D. Insurance and Social Security
    1. Life, accident, home, hospital insurance
    2. Stocks and bonds
    3. Social security
        a. Old age and Survivor's Insurance
        b. Unemployment compensation
        c. Medicare

V. Problems in Economics

A. The National Debt
    1. Government spending
        a. Federal
        b. State
        c. Local
    2. Taxes
        a. Income tax
        b. Corporate tax
        c. Property tax
        d. Commodity tax

B. Income Problems
    1. Distribution
        a. The rich
        b. The poor
        c. The minorities

C. Inflation and Recession
    1. Money and banking
    2. Federal systems

D. International economic problems
    1. Fluctuating money values
    2. Distribution of wealth
        a. Famine
        b. U.S. role in helping emerging nations
    3. War
        a. Threat of global war
            (1) Communism
            (2) Facism
        b. International treaties

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FOREIGN LANGUAGE: SPANISH

Hours Per Week

Class, 3; Laboratory, 2.

Course Description

Comprehensive course in Spanish conversation and composition. Emphasizes practical use in casework. Background in grammar and reading given, with survey of culture of Spanish-speaking peoples.

Major Divisions

	Hours	
	Class	Laboratory
I. Conversational Spanish	10	10
II. Grammar and Reading in Spanish	6	10
III. Practical Use of Spanish	12	12
IV. Composition Spanish	12	0
V. Survey of Spanish Culture	8	0
Total	48	32

I. Conversational Spanish

A. Audio-lingual teaching of Spanish
   1. Language laboratory
   2. Class discussions in Spanish: emphasis on vocabulary

B. Practical conversation
   1. Occupational topics
      a. Dialogue on future career choices
      b. Informal, short speech on one occupation
   2. Cultural interest in Spanish

II. Grammar and Reading in Spanish

A. Basic principles of grammar and syntax
   1. Correct pronunciation
   2. Programmed learning

B. Reading in Spanish
   1. Reading and interpretation of simple stories, poems, plays
   2. Oral grammar review

III. Practical Use of Spanish

A. As a career (Speaking and writing assignments)
   1. Teaching
      a. Elementary and secondary (bilingual schools)
      b. College instruction
   2. Social work
   3. Diplomatic service
      a. Interpreting
      b. Consul or attaché
   4. International secretaries
      a. Commercial Spanish: business vocabulary
      b. Business correspondence
   5. Police work and corrections

B. Project work: field experiences
   1. Research
      a. Import-export houses
      b. Government offices
      c. Foreign consulate
   2. Oral report on research, in Spanish

IV. Composition Spanish

A. Reading and interpretation: from Spanish to English
   1. Further vocabulary development
   2. Grammar review written

B. Translation from English to Spanish
   1. Development of language structure
   2. Original composition in Spanish

V. Survey of Spanish Culture

A. The Humanities in Spanish

B. North and South America: Hispanic culture in the New World

C. Chicano Culture

D. Final Examinations
   1. Speech on career choice
   2. Research and paper on cultural contributions

Texts and References

Brenes and others. Learning Spanish the Modern Way.

Brown. Understanding Other Cultures.

"La Causa Chicano: Una Familia Unida," Chicano Number. Social Casework, Vol. 52, No. 5, May 1971.

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Lado and others. Galeria Hispanica.

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Lado and Woodford. Espanol: Lengua y Letras.

Paschal and Sullivan. Racial Influence in the Mental and Physical Development of Mexican Children.

Visual Aids

BFA Educational Media (A Division of Columbia Broadcasting Systems, Inc.), 2211 Michigan Avenue, Santa Monica, California 90404.

Chicano. 16 mm; 22 min., 46 sec.; sound; color; 1971.
La Ciudad de Mexico (Paul Hoefler Films). 16 mm., 17 min., sound, color, 1960.
La Vida en un Pueblo Mexicano (Paul Hoefler Films) 16 mm., 17 min., sound, color, 1959.

LIBRARIES, LABORATORIES, AND OTHER PHYSICAL FACILITIES

GENERAL PLANNING

Every facility should be planned to aid the learning process. Ideally, in the social services associate program, classes should be located in a centralized complex, with classrooms near the offices of the instructors. Although classrooms, offices, and storage facilities require no special designs, many schools are unifying programs that are related to one generic core. Although the social services program can be considered as part of the Human Services or Public Services division, it helps the student to have classrooms where support courses in psychology, home economics, sociology and other social sciences are located together. Division identification can serve as an important factor in recruiting high school graduates as well as meeting post-secondary institution accreditation standards.

In addition to the traditional approach to new college architecture that includes good ventilation and lighting for classrooms with easy access to lavatory facilities, flexibility in design of walls and equipment should be stressed. Movable partitions and portable equipment will give maximum usage. Conventional classrooms should have desks that move easily for conference situations. Classrooms should provide ample storage for projectors, recorders, and other teaching equipment. In addition, well-lighted blackboards, bulletin boards, adequate outlets for audio-visual and video-tape equipment, projection screen, and, if applicable, black blinds for windows should be provided in each room or section of a larger room that, with movable partitions, could be divided into two or more sections. The lighting in each section should be equivalent to at least 50-foot-candles at desk level, with a control switch to facilitate use of visual aids.

Within the complex there should be a "gathering room," which is the students' own room; this should be large enough for committee meetings at one end, while the other end is used for individual conversation or study. In the room there should be large worktables for displays and aids to learning, such as training kits which each student can fill with agency material, job descriptions, bibliographies, and other relevant materials. Such a gathering room has proved useful for socialization as it helps students identify with each other and with their professions.

Each faculty member should have at least 100 square feet of office space with no more than two instructors in the same room. Each instructor should have a desk, record file, cabinet or shelf for books, chairs for visitors, and an extension telephone. A waiting room or reception area should restrict access to staff offices and provide additional office space for a secretary.

LABORATORY EQUIPMENT

Within the division complex, the laboratory facilities would be available to several programs. Either an observation booth or an observation room would serve not only the Social Services program for observation and recording interviews, but would be equally valuable for classes in child growth and development and/or observing and recording child behavior to train persons to become teacher assistants.

The observation area, usually constructed adjacent to one wall of a larger room, should, in itself, be large enough to accommodate an entire class. This area should be equipped with comfortable chairs and a counter for ease in note taking. When more than one row of chairs is needed to accomodate all the students, the floor should be raised in a stair-step fashion to permit good visibility of each student being observed. Observers must be able to see without being seen, and they must be able to hear the conversation. Therefore, the booth should be equipped with a one-way vision glass and appropriate sound amplification apparatus.

The observation area should be designed for observation and discussion to take place simultaneously in a class-type situation. One entire wall between two classrooms should be a one-way vision glass concealed by curtains when not in use. The room should be sound-proofed. The room concept, serving the same purpose as the booth but larger, might prove more satisfactory because it can be used for larger group situations.

EDUCATIONAL RESOURCES

THE LEARNING CENTER

Although there has been considerable emphasis on helping persons attain credit for life experience, students in the associate service worker program often have inadequate academic preparation for college. In order to succeed in classes, many of these students have a great need for concentrated assistance in the areas of learning and study skills, basic skills in reading, spelling, report writing and arithmetic. They need skills in note taking, outlining, using the library, and references. The learning center, along with a developmental program, has been found to provide for this assistance.

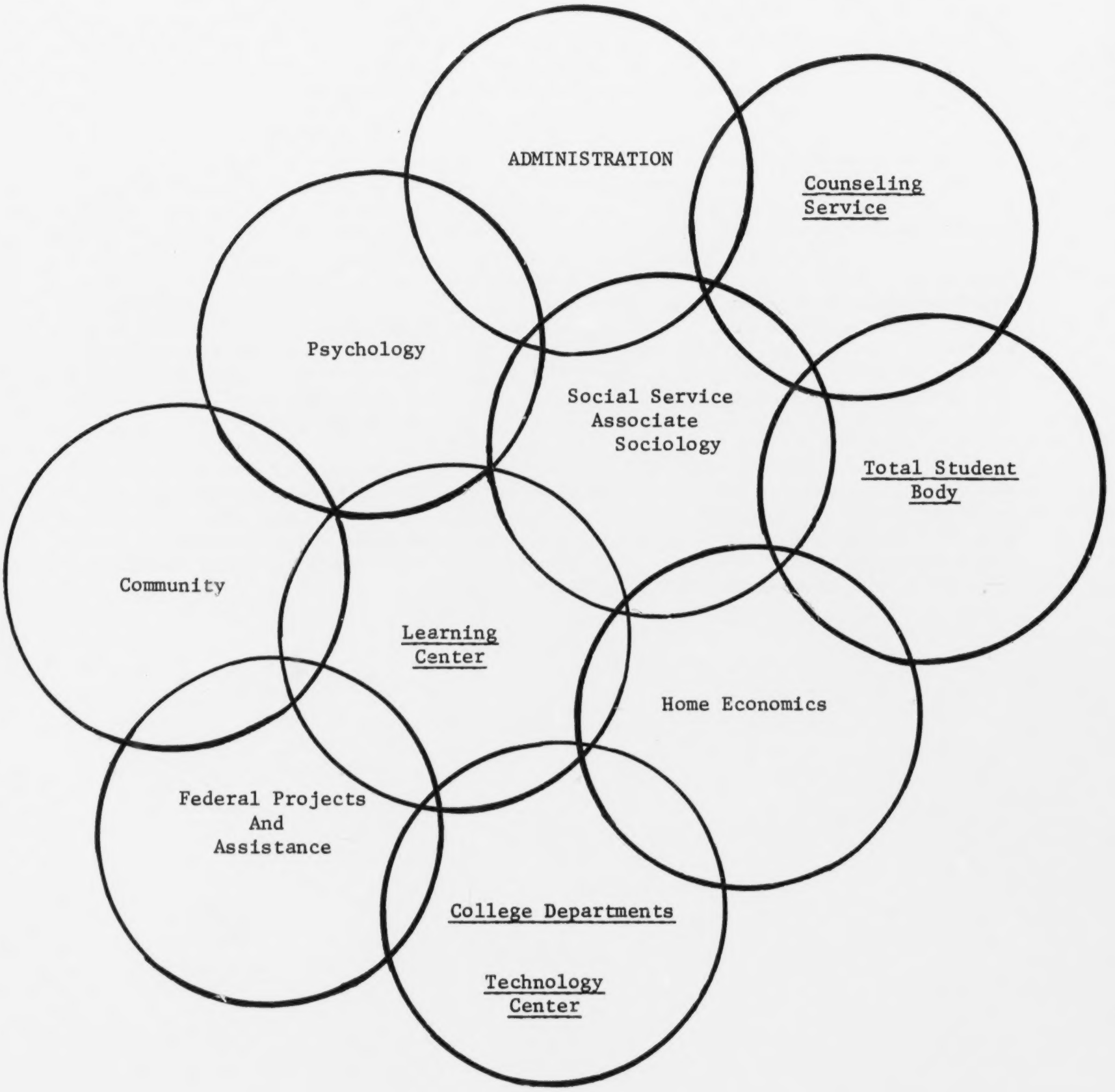
The learning center should closely coordinate with the various academic and vocational departments of the college and the college counseling center. Thus, a location in the center of the complex is suggested. (See diagram.) Operations within the center are generally divided into three categories: 1) advanced media technology; 2) multi-media programs; 3) tutorial services. The advanced media technology consists of auto-tutorial teaching machines, small listening centers, developmental reading machines and single concept eight millimeter cartridge viewers. The multi-media program is composed of developmental self-instructional sets in areas such as reading comprehension and retention, mathematics, sciences, social sciences, and so forth. The tutorial services provide teacher assistants and counselor aides, who themselves are students paid through special funds. These students are under the supervision of a qualified director.

The learning center may be a part of the human services complex, particularly if the program is under a Federal grant such as the Educational Opportunities Program. Students in the social services department would then use this school-wide facility rather than having a duplicate facility in their own department. Learning devices and media, however, that are directly applicable to their own work should be available in the social services complex.

TABLE 4.

INTERRELATIONSHIP OF LEARNING CENTER

TO CAREER EDUCATION



LIBRARIES AND EDUCATIONAL TECHNOLOGY

Libraries are rapidly becoming multi-media learning centers or educational resource centers. Increasing educational technology has put added demands upon the library. Although some audio-visual and related equipment is not housed in the library, the equipment is often used in connection with library materials.

A Social Services section of a library in a community college should offer varied multi-media materials to the program. Especially since the two-year program concentrates both on broad education and on-the-job skills and requirements, up-to-date, innovative books and magazines relating to the various careers should be within easy access. Paperback books are very popular with students. Since some of the students may lack academic skills, teaching helps should be available either in the departmental library or in the Learning Center. There should be developmental and programmed reading, spelling, mathematics and science materials in the library, with auto-tutorial and teaching machines available. Great advance has been made in 8-millimeter cartridge viewers by which specific skills can be taught. Ideally, the library or learning center should afford study carrels in which the student may study or use instructional materials such as programmed learning, sound-film cartridges, tape recorders, teaching machines, video-tape recorders; pertinent recordings in the human services fields; and film strips, slides and transparencies. The multi-media center may have computer terminals with response units.

New media include sound-slide synchronized systems where sound and slide cannot be separated. Advantages accrue through ease and program preparation and allows revision and updating of programs without recording an entire reel of tape. The random access of this system gives complete flexibility for playback, recording, self-instruction or classroom presentation. Faculty can create relevant programs with easily produced 35 MM visual aids specific to their community. Lower priced play-back equipment is available for individualized instruction carrels.[14]

Overhead projectors, while a stand-by of education, have evolved from the high glare machines to units designed for no-glare eye ease use. Burned out bulb problems have been eliminated with two-lamp devices. High quality low cost portable infra red transparency makers allow instructors to spontaneously project student material. This reinforces learning.

The library, if used also as an audio-visual center, should have a separate room where films, either commercial films or closed circuit television and video-tape recordings of mini-courses and micro-teaching courses can be viewed. Stanford University has been a leader in developing micro-teaching in their "mini-courses" initiated by Far West Laboratory for Educational Research and Development.[15]

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14 The address is: 3 M Company--Visual Products Division, 3 M Center, St. Paul, Minnesota 55101.

15 Far West Laboratory for Educational Research and Development, Claremont Hotel, Berkeley, California 94705.

Faculty should also have access to a minimum social work and human services library for background and enrichment. ERIC (Educational Research Information Center)[16] micro-fische and equipment are important research devices, especially for the faculty. Information retrieval will continue to assume more importance as the vast body of knowledge in every field continues to increase.

The use of the library as a learning center with innovations in educational technology implies adequate organization and storage of mass media. Several community colleges are forming consortiums to secure library materials in order to share the overwhelming outpourings of all types of materials, as well as to share costs.

Forward thinking college programs have, for many years, been using films and filmstrips, recordings, and other audio-visual aids as an aid to learning. In a setting representing multiple programs, many of the educational activities carried on by one discipline can be of use to others.

Social welfare and human service programs can participate in visual education aids used by the colleges and the community at large. Community colleges can assist agencies in implementing their in-service programs with audio-visual aids, such as using video taperecorders for interviews.

Orientation for students in the social services and an overview of the field work and program can be given through audio-visual means.

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Chicago, IL 60680

Random House, Inc.
457 Madison Avenue
New York, NY 10022

Russell Sage Foundation
Society for Research in Child Development
230 Park Avenue
New York, NY 10017

Howard W. Sams and Company, Inc.
Orders to Bobbs-Merrill Co., Inc.
4300 West 62nd Street
Indianapolis, IN 46268

Santa Clara Office of Education
45 Santa Teresa Street
San Jose, CA 95110

Saturday Review
380 Madison Avenue
New York, NY 10017

W. B. Saunders and Company
West Washington Square
Philadelphia, PA 19106

The Scarecrow Press, Inc.
Division of Grolier Educational Corporation
52 Liberty Street, P. O. Box 656
Metuchen, NJ 08840

Schenkman Publishing Company
One Story Street
Howard Square
Cambridge, MA 02138

Science House, Inc.
59 Fourth Avenue
New York, NY 10003

Scott, Foresman and Company
433 East Erie Street
Chicago, IL 60611

Social Casework
Family Service Association
44 East 23rd Street
New York, NY 10010

Social Policy
901 North Broadway
White Plains, NY 10603

Social Service Review
University of Chicago
11030 South Langley Avenue
Chicago, IL 60628

Social Work
National Association of Social Workers
Two Park Avenue
New York, NY 10016

Social Work Education Reporter
Council on Social Work Education
345 East 46th Street
New York, NY 10017

Society for Visual Education, Inc.
Division General Precision Equipment Corporation
1345 Diversey Parkway
Chicago, IL 60614

Syracuse University Press
Box 8, University Station
Syracuse, NY 13210

Technical Education News
McGraw-Hill Book Company
330 West 42nd Street
New York, NY 10036

Today's Health
Society for Visual Education, Inc.

Trans-Action
Rutgers, The State University
New Brunswick, NJ 08903

U.S. Department of Health, Education, and Welfare
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

U.S. Office of Economic Opportunity
Cleveland College
Case Western Reserve University
Cleveland, OH 44106

University of California Press
Berkeley, CA 94720

University of Notre Dame Press
Notre Dame, IN 46556

Wadsworth Publishing Company, Inc.
10 Davis Drive
Belmont, CA 94002

Welfare in Review
U.S. Department of Health,
Education, and Welfare
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Western Interstate Commission for
Higher Education
University East Campus
P. O. Drawer P
Boulder, CO 80302

Western Publishing Company, Inc.
(Pegasus)
850 3rd Avenue
New York, NY 10022

White House Conference on Aging
Washington, DC 20201

Yale University Press
149 York Street
New Haven, CT 06511

RESOURCES FOR FURTHER INFORMATION AND ASSISTANCE*

The following organizations, departments, and agencies have resources useful in planning curriculum. Many of them have official journals and other publications.

American Association of Junior Colleges
One Dupont Circle, N.W.
Washington, DC 20036

American Public Welfare Association
1313 East 60th Street
Chicago, IL 60636

American Vocational Association
1510 H Street, N.W.
Washington, DC 20005

California Interagency Council
on Family Planning
1760 Solano Avenue, Room 204
Berkeley, CA 94707

Child Welfare League of America
44 East 23rd Street
New York, NY 10010

Council on Social Work Education
345 East 46th Street
New York, NY 10017
(Associate membership in the Council on Social Work Education is available to associate degree granting institutions. Such membership entitles the college to receive publications, attend meetings, and receive other services of CSWE.)

ERIC (Educational Resources Information Center)
(A clearing house for information on educational activities throughout the United States.

Local Community Resources: look for
Free clinics
American Red Cross
Tenants' unions
Welfare Rights Organizations, etc.

National Advisory Committee on
Vocational Education
Regional Office Building #3, Rm. 5022
7th and D Streets, S.W.
Washington, DC 20202

National Association for Mental Health
10 Columbus Circle
New York, NY 10019

National Association of Social
Workers--National Commission for
Social Work Careers
Two Park Avenue
New York, NY 10016

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* We are indebted to Harriett Genung, Dean, and her staff of the Educational Resources Library Center, Mount San Antonio College, Walnut, California, for the research on resources.

National Council on Crime
and Delinquency
44 East 23rd Street
New York, NY 10010

National Federation of Settlements
and Neighborhood Centers
232 Madison Avenue
New York, NY 10016

National Institute of Mental Health
HSMHA, HEW
Chevy Chase, MD 20203

National Rehabilitation Association
1522 K Street, N.W.
Washington, DC 20005

New Careers Program
U.S. Training and Employment Service
U.S. Department of Labor
Washington, DC 20010

Occupations Section
U.S. Office of Education
Department of Health, Education
and Welfare
Washington, DC 20201

Office of Education
Department of Health, Education
and Welfare
Washington, DC 20201

Public Health Service
Department of Health, Education,
and Welfare
Washington, DC 20201

Social and Rehabilitation Service
Department of Health, Education,
and Welfare
Washington, DC 20201

Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, GA 30313

Veterans Administration
Washington, DC 20420

Western Interstate Commission for
Higher Education
University East Campus
PO Drawer P
Boulder, CO 80302

National Conference on Social Welfare
22 W. Gay Street
Columbus, OH 43215

W. E. Upjohn Institute for
Employment Research
Washington, DC

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2. Catalog of Skills and Traits, Vocational Guidance Information System, Department of Education, Santa Clara County, California
3. Job Profile Report

APPENDIX A. EVALUATIONS

FACULTY EVALUATION OF STUDENT PROGRESS IN FIELD INSTRUCTION*

The following items may be used in preparing your evaluation of the student's progress in field instruction. It is suggested that your evaluation include reference to the growth or change that has occurred since the beginning of the semester.

Please include the following information in your evaluation:

Student's name
Your name
Your Agency and Department
Date
Semester (e.g. Spring 1971)
Brief Description of Student's Assignment

The evaluation should be signed by you and by the student with a statement that he has read and discussed the evaluation.

AGENCY:

Knowledge of agency goals and purposes
Acceptance of agency goals and purposes
Relationship with staff
Use of resources in agency
Fitting into agency

INVESTMENT IN LEARNING:

Raises questions; thoughtful; introspective; use of theoretical material--translation of theory to practice, seeks new experiences; seeks knowledge; open to change; has begun to recognize a basic value-system re people.

WORK WITH CLIENTS/MEMBERS:

Relationship with client/member
Accepts and respects client/member
Effectiveness of rendering service. Understands, accepts the nature of the helping process
Sensitivity to needs of client/member
Acquisition of program skills
Use of program skills

PERSONAL QUALITIES:

Reliability; self-confidence; initiative; sense of responsibility; creativity; sensitivity; work habits; poise and stability; accountability; commitment.

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* Prepared by Human Services Department, Rockland Community College, Suffern, New York, Leonard Romney, Director.

SUPERVISION:

- Acceptance of supervision
- Use of supervision
- Follows suggestions
- Expresses self freely
- Raises questions
- Acceptance of criticism

RECORD WRITING:

- Records experiences
- Uses record for learning

SELF:

- Awareness of self
- Use of self

NOTE: Please indicate total number of hours of student's attendance during this semester.

STUDENT EVALUATION OF CLASS LEARNING EXPERIENCE*

This evaluation is designed to help the school and the faculty in planning classes and in teaching. It puts emphasis on whether the class was a meaningful learning experience to the student. Check the appropriate box and fill out the back. Do not sign your name.

Date Name of Course Course Number Instructor

	Excellent	Good	Adequate	Fair	Poor
INSTRUCTOR AS A MODEL					
**1. Are the Instructor's attitudes and values those of the helping services, especially in his respect for persons and interest in social change?					
2. Does the Instructor help you to think, to study, to feel, or to act in what, for you, are desirable ways?					
3. Is the instructor interested in students as persons?					
4. Is the Instructor fair and impartial?					
5. Does the Instructor make you feel that he cares about people and is committed to help people?					
INSTRUCTOR'S GRASP OF SUBJECT MATTER					
6. Does the Instructor really know what he is teaching? (Is his grasp of subject matter both broad and deep?)					
7. Does the Instructor understand current social problems as they affect people and ways of dealing with social problems and of helping people?					
8. Is the teaching relevant? (Is it related to current problems or conditions?)					
9. Does the course contain important and useful knowledge, with neither too broad and superficial nor too narrow a focus?					
INSTRUCTOR'S ENCOURAGEMENT OF STUDENT INVOLVEMENT IN LEARNING					
10. Does the Instructor encourage questions?					
11. Does the Instructor stimulate student discussion and original thinking?					

* Prepared by Harriet Hill Kelley
** Numerals can be used in a computer

	Excellent	Good	Adequate	Fair	Poor
12. Does the Instructor allow students to help plan classroom presentations?					
13. Does the Instructor give some time for students to pursue their own interests?					
14. Is the Instructor available for individual conferences?					

INSTRUCTOR'S PRESENTATION OF MATERIAL

Is the Instructor's presentation of material:

15. Adequate to cover the field of knowledge?					
16. Clear and understandable?					
17. Interesting, challenging one to think, to feel deeply, and to act when necessary?					
18. Does the Instructor show connections and relationships between classroom learning and practice?					
19. Does the Instructor vary his teaching methods?					

CHECK THE TEACHING METHODS USED BY INSTRUCTOR

a. Lecture	
b. Answering student questions	
c. Discussion	
d. Use of verbal illustrations	
e. Use of visual illustrations or models	
f. Use of tapes, slides, movies, etc.	
g. Use of student reports or formal presentations or demonstrations	
h. Instructor presenting a specific problem or case	
i. Student presenting a specific problem or case	
j. Role playing	

	Excellent	Good	Adequate	Fair	Poor
k. Observation and visits					
l. Laboratory in human reactions, etc.					
m. Practice of new skills, etc.					
n. Outside specialists as speakers and discussion leaders					
o. Other list _____					
_____					
_____					

COMMENTS

STUDENT EVALUATION OF FIELD INSTRUCTION*

Name of Student	Name of Field Instructor
Date	Name of Field Setting

The collegium approach to education demands that students, faculty, and administration contribute responsibility to strengthening the school's program of instruction. This questionnaire asks information of all students in every field setting. The student makes an analysis of his learning experiences and signs his name to this evaluation.

It should also be made clear that completed student ratings of field instructors will be made available for use to:

1. The field instructor
2. The administration
3. The faculty Tenure and Promotions Committee

I. PRESENTATION OF SUBJECT MATTER (Rank instructors on a 5-point scale: 1 for highest rank; 5 for lowest)

1. Did he make his expectations of you, as a student, clear at the beginning of the year?	/ / / / / / 1 2 3 4 5
2. Does he present material in a well-organized fashion?	/ / / / / / 1 2 3 4 5
3. Does he present material that can be integrated with classroom learning?	/ / / / / / 1 2 3 4 5
4. Does he have sufficient knowledge about the various field experiences that you are involved with?	/ / / / / / 1 2 3 4 5
5. Can he admit when he doesn't have "the answer" and help you find a source that does?	/ / / / / / 1 2 3 4 5
6. Were you "turned on" by this field experience and stimulated to do more on your own?	/ / / / / / 1 2 3 4 5
7. Does he use enough examples or illustrations to clarify the material?	/ / / / / / 1 2 3 4 5

* Field Evaluation outline prepared by School of Social Work, San Diego State College, San Diego, California.

II. IDENTIFICATION WITH SOCIAL SERVICE CONCERNS

1. Do you feel that the field instructor displays interest and involvement in matters relating to social concerns?

/ / / / / /
1 2 3 4 5

2. Does field instructor notify students of meetings, institutes, workshops, etc., related to social work concerns?

/ / / / / /
1 2 3 4 5

3. Does he make available field experiences in which you could interact with community and client system in important areas of social concern?

/ / / / / /
1 2 3 4 5

III. PROFESSIONAL BEHAVIOR

1. Do you believe that the field instructor has respect, concern and interest in the dignity and worth of others in the client system?

/ / / / / /
1 2 3 4 5

2. In the agency systems?

/ / / / / /
1 2 3 4 5

3. In community systems?

/ / / / / /
1 2 3 4 5

4. Has he provided a professional role for you? (i.e., does he show traits and ways of behaving you would like to possess?)

/ / / / / /
1 2 3 4 5

IV. RESPONSIBILITY TO STUDENTS

1. Is he actively helpful when you have difficulty?

/ / / / / /
1 2 3 4 5

2. Does he appear sensitive to your feelings and concerns?

/ / / / / /
1 2 3 4 5

3. Do you feel free to ask questions, disagree, express your own ideas, etc.?

/ / / / / /
1 2 3 4 5

4. Have you been given an opportunity to participate in the selection and/or development of learning experiences?

/ / / / / /
1 2 3 4 5

5. Within the limitations of what the field setting or an agency sub-placement offers, have the learning experiences been of significant breadth and scope to meet your educational needs?

/ / / / / /
1 2 3 4 5

6. Did you have ample time with field instructor?

/ / / / / /
1 2 3 4 5

7. Were you held accountable for your specific assignments?

/ / / / / /
1 2 3 4 5

V. RELATIONSHIP WITH STUDENTS

1. Is he fair and impartial in his dealings with you?

/ / / / / /
1 2 3 4 5

2. Does he tell you when you have done particularly well?

/ / / / / /
1 2 3 4 5

3. Can he offer constructive criticism?

/ / / / / /
1 2 3 4 5

4. Do you feel you have had the appropriate freedom to make mistakes?

/ / / / / /
1 2 3 4 5

5. Is he interested and involved in discussing your future career plans?

/ / / / / /
1 2 3 4 5

6. Were you appropriately involved in the evaluative process?

/ / / / / /
1 2 3 4 5

7. Do you think you were graded fairly?

/ / / / / /
1 2 3 4 5

VI. OVERALL EVALUATION

1. How would you rate your instructor as a field teacher?

/ / / / / /
1 2 3 4 5

2. What aspects of this field placement were especially good? (Write comments below or on back of page)

APPENDIX B. EDUCATIONAL CHARTS

CHART I. (Tentative Formulation)

Social and Human Services Professions:
COMMON VALUES, PRACTICE PRINCIPLES, AND BASIC ABILITIES;
CORE VALUES AND ATTITUDES

Basic Values to Govern Attitudes and Action	Practice Principles in Working with Clients
Supreme worth of every individual The person comes first--not the state or the economy.	Individualization
	Respect
The right of the person to: • Be treated as a person--an individual • Be treated with dignity • Be treated with honesty • Have equal opportunity • Have adequate income, shelter, education, medical care • Have opportunity to develop to his highest potential	Confidentiality
	Client participation and self-determination
	Dedication or commitment: • To act upon the worth and dignity of persons • To assist persons in social functioning • To work toward social change

Basic Abilities in Working With People

Objectivity--ability to see (perceive) actions and situations as they really are and not as one's emotions, prejudices or mind-sets dictate.

Communication--ability to identify and empathize with client, so that worker will understand what client means and how he feels.

Altruism--ability to help others, not for worker's own personal satisfaction, but because this is his job. Ability not to "take it out" on clients.

Acceptance; consideration--really "caring about the other person." Acceptance not only of the client, but also acceptance of limitations of agencies. Acceptance, and respect for, differences in individuals, groups and cultures.

Mutuality--ability to recognize and to act upon the interdependence of people. Ability to set goals <u>with</u> (not <u>for</u> client(s)). Realization that client(s) has right to expect from society certain minimum benefits and society has the right to expect certain minimum responsibilities from the client or group.

CHART II. (Tentative Formulation)

Social Service Associate:
ABILITIES USEFUL IN WORKING WITH CLIENT SYSTEMS:
INDIVIDUALS OR GROUPS

Work in One's Own Agency

Ability to understand bureaucracies and need for complex organization in an urbanized society.

Beginning ability to work within a complex structure and to get results through such roles as encourager, enabler, or expediter.

Ability to learn procedures in a large organization and to follow procedures.

Ability to know when the worker himself needs assistance and to request that assistance.

Ability to understand and use agency's purpose and limitations and to explain these to client(s) and others.

Work with Individuals
(Singly, or in Groups)

Skills and abilities re behavior and awareness:
Beginning ability to understand one's self; motives, strengths, weaknesses, etc.

Beginning ability to understand inner meaning of actions (behavior) and to relate to persons according to this inner meaning.

Beginning ability to understand seriousness and emergency aspects of a situation.

Beginning ability to handle emergencies with client or other agencies and to use supervisor help.

Beginning ability to understand (perceive) whether person or group is able to act on his problem and at what speed (based on client's capabilities for independence).
Ability to adapt one's actions.

Ability to change one's rate of action

Beginning ability to understand stated need but also to perceive unstated and sometimes more serious needs.

Ability to help client to accept help on these needs.

Ability to use professional persons and other agencies.

(Continued next page)

Work With Groups

Ability to understand reasons for the existence of groups and to use groups to achieve individual, group and agency goals.

Ability to recognize the type of group, (e.g., peer or friendship, task-oriented, family). Skill in adapting worker's role and behavior to type of group.

Skill in helping group to learn most useful ways of understanding deviant behavior of group members.

Ability to enable group to choose goals and to work toward completion of goals. Skill in helping individuals develop and accomplish their goals rather than doing all the work oneself.

Ability to work with persons of various types who are found in the group. Beginning skill in recognizing the behaviors of members of the group and the meaning of these behaviors. Beginning skill in relating, not only to group itself, but to the individuals within the group.

CHART III. (Tentative Formulation)

Social Service Associate:
TYPICAL TASKS OF WORKERS IN INSTRUMENTAL SYSTEMS

Working with One's Agency

Refers to special worker (example: insurance, etc.).

Refers to supervisor or other workers.

Prepares and routes correct forms.

Asks for help from supervisor and/or more experienced worker.

Asks for help and information from own agency's local or district office as to what is hindering client's request.

Gets and routes information.

Takes further steps.

Asks supervisor to contact other agencies as to reasons for delay.

Working with Other Agencies Organizations, and Professional Persons

Learns about and keeps a personal file on other agencies, clinics, and professional persons (e.g., 4 x 6 card file).

Keeps formal records (using own agency resource file, as starter, for name, address, telephone, etc.; type of agency; agency purpose; services given; referral and admission procedures, hours; contact person)

(Continued next page)

Keeps informal records (pencil) on back of formal record to include: agency limitations, strengths; if client referred to agency is accepted; best way to get client accepted.

Confers with supervisor and/or other workers re desirability of, and type of referral.

Learns and uses referral procedures (variations among agencies). Refers client(s) to other agency person, explains to client reasons for referral; advantages/disadvantages in using other agency; honors client's decisions; supports client's decisions (telephones for appointment, gives written referral, rehearses application procedures, secures transportation).

Follows up on progress of referral; helps to overcome obstacles.

Keeps written record of referral and outcome.

Participates in meetings and conferences with other agencies concerning client(s) needs (formal, oral, or written report); assumes responsibility for certain segment of client(s) needs; follows up on responsibility.

Learns about and utilizes best methods of dealing with professional persons (phoning, writing, using special forms, written reports).

If needed, learns and uses common medical terminology, re emergency care, illness, prognosis, etc.

If needed, learns and uses common legal terminology and procedures, rights of clients, where to get help re legal rights, etc.

Working with Lay Community Groups

Learns about and keeps a personal file of lay community groups (Types: Parents of handicapped children: deaf, mentally retarded, etc.; Self-help: Alcoholics Anonymous, Overeaters Anonymous; Service groups with projects--lodges, church groups, civic organizations, social action groups; Lay persons interested in particular problems: type of support, e.g., emotional, financial, concrete, or personal service).

Confers and (usually) works closely with supervisor re desirability of contacting community groups.

Utilizes services of community group for client(s).

Refers client(s) to community group.

Participates in committees, assumes responsibility (according to sanction: as an agency representative and/or community citizen).

Follows up on progress of referral, keeping written record re outcome.

Thanks organization for help received (written or as directed).

CHART IV. (Tentative Formulation)

Associate Degree Workers:
TASKS BASED ON CIVIL SERVICE AND JOB DESCRIPTIONS

Public Service Worker

Determines eligibility
Knows and follows rules and agency procedures
Interviews:
Asks questions as needed
Sees necessary documents
Makes telephone calls
Writes letters
Keeps calendar of due dates for reports and follow-up dates for particular clients
Prepares and routes correct forms

Recognizes need for concrete services and acts upon these needs (housing, clothes, medical care, transportation)

Recognizes need for emergency help and acts upon these needs (unsafe housing, eviction, unpaid bills; medical problems; food; clothes; family crisis, legal or court problem)

Recognizes need for social services and gives referral services. Examples: emotionally unstable client, child who needs friends, older person who needs friends, study help, client who needs to handle own affairs

Expedites and follows through on client requests and needs.

Knows and follows other rules and procedures of agency.

Social Service Associate

Facilitates communication between agency and community by clarifying agency programs to community and conveying community cultural patterns to agency staff

Assists individuals and groups in poverty areas in recognizing home, family or community conditions contributing to problems of health, or social adjustment and in making plans toward their correction

Provides information regarding services of agencies

Observes behavior and appearance of individuals and conditions relating to families as a whole--reports to supervisor

Gathers and compiles information, through informal contacts or formal surveys, on community needs, ethnic distribution, knowledge of community resources, etc.

(Continued on next page)

Interviews clients to obtain medical, family or financial information

Makes home visits to follow up on broken appointments, gather routine information or observe environment or family situation.

Participates in total therapy approach to mental health or psychiatric patients by observing and interacting in group therapy, family interviews, or case conferences as assigned

Prepares written or oral reports on contacts with patients or community residents

Performs miscellaneous duties in connection with the provision of health, mental health, or social services: provides transportation, supervises children in emergency situations, acts as interpreter in contacts involving non-English speaking community residents, and assists in the operation of clinics

Child Care Worker

Gives physical care to small or disabled children

Supervises groups: walks and games, study, group living, area groups, free play

Learns one or more recreational or artistic skills as related to children (musical or art groups)

Acts as parent surrogate (learns and uses parenting functions including emotional support and love, teaching, helping children achieve acceptable behavior according to agency norms)

Acts as member of child care treatment team

Knows and uses agency procedures, forms and reports

Mental Health Worker

(Mental Hospital: Outreach Worker)

Finds boarding homes for persons in mental hospital

Finds employment

Finds friends for patients in nursing or own homes (clubs, "friendly visitors," etc.)

(Community Clinic: Alcohol)*

Interviews client to determine alcohol addiction and need for services (case history and other data)

Evaluates with alcoholic control staff the individual case needs and appropriate rehabilitative services

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* See Chart VI for expanded descriptions of these tasks.

(Continued on next page)

Finds social outlets (clubs, churches and others)

Provides limited funds for special needs (supervisor approval)

Helps former hospital patient cope with tasks (shopping, cooking, cleaning, etc.)

Reports problems of patients and conditions found in boarding homes to supervisors

Counsels client (this work is not done in one step but is repetitious)

Provides community and public information

Responds to calls

Monitors probationers

Obtains resources for clients

Public Health Associate:
Neighborhood Worker

Acts as outreach worker: detects needs, encourages clients to accept service

Interprets health department policies, explains need for treatment and preventive innoculations, etc.

Acts as cultural and, at times, linguistic interpreter between clinic and patients

Gives emotional and psychological support concerning social/medical problems

Acts as information and referral person concerning community resources

Encourages clients and patients to use community resources

Acts as expediter in securing social and medical services, including concrete services such as transporting, helping to fill out forms, helping to arrange child care, etc.

Explains, demonstrates, acts as model

Keeps necessary records and learns departmental and clinic procedures

Rehabilitation Associate:
Corrections

Supervises and counsels parolees (Under direction of parole agent)

Determines needs in relation to: vocational rehabilitation employment, social services

Provides referral to above and follow-up to make certain need is met

Assists in developing resources (employment, recreation, housing)

Evaluates parolee's adjustment to community and assists him in problem areas

Engages in community relationships to interpret Department's functions to community

Establishes and maintains contact with disadvantaged persons in the community and encourages them to seek service

Conducts group meetings with parolees concerning problems, opportunities, adjustment to community

Follows procedures, reports, and forms prescribed by the Department

CHART V. (Tentative Formulation)

Associate Degree Workers:
ROLES AND TASKS AS FOUND IN SOCIAL WELFARE MANPOWER RESEARCH

These roles and tasks are for a Level II worker (i.e., one having an associate degree) as explained in Manpower Utilization in Social Welfare by Teare and McPheeters. (See pages 34-51 of that publication.)

Outreach worker (detection, referral, follow-up)

Reaches out to work with small groups (neighborhood groups) for detection and understanding of problems

Reaches out to organize and follow up individuals in group (alcoholics, ex-patients, offenders)

Reaches out to offer and explain services to prisoners, physically disabled, and others who cannot (or for various reasons will not) come to agency

Provider of Services (including determining eligibility)

Provides services such as financial assistance, housing, jobs, medical care, transportation

Determines eligibility for such services

Assists clients who have obvious needs (but for which they have not asked for help) to be aware of and to apply for such services

Recognizes emergencies--financial, medical, housing, etc.

Learns where and how emergency services can be secured (in own agency and in the community)

Assists client to meet emergencies

Expediter (broker)

Attends to clues presented by client(s) or his environment, such as need for emergency help, need for support and encouragement, for coaching or for action regarding environment (e.g., rent problems, sanitation problems, educational problems)

Learns the maze of departments, procedures, and agencies, and what, where, and whom to contact to expedite service for clients (both emergency and on-going services)

(Continued on next page)

Finds the "bottlenecks" in giving of service and tries to solve these bottlenecks or refers to supervisors for solution

Follows through on referrals to other departments or agencies and determines that services are actually given

Arranges and negotiates for services with local agencies for small groups of clients (Alcoholics Anonymous, parent groups for handicapped children, etc.)

Special Representative (Advocate)

Acts as special representative for clients

Pleads their cause

Fights for services denied or for exceptions to the rules

Acts as liaison worker between client, agency, and community (interprets one to the other)

Assists with legal restorations

Teacher

Coaches and teaches concerning daily living skills, vocational attitudes, orientation problems

Leads small groups and helps them to function--e.g., (a) learn rules of procedure, (b) deal with individual problems, (c) deal with interpersonal problems

Explains and demonstrates new patterns of behavior

Coaches and teaches individuals and small groups

Provides model for clients (individuals and groups) to help clients learn by observation, repetition, rehearsing, etc.

Behavior Changer (Agent of Social Control)

Provides role model for new behavior

Motivates toward new behavior; counsels individuals or groups concerning specific problems of behavior

Sets up specific model of new behavior; insists upon these new behavioral patterns

(Continued on next page)

Sets limit and deals with behavioral reactions (e.g., in prisons, hospitals, group living, therapy groups)

Helps with rehabilitation patterns

Leads unit activity

Acts as bridge person between clients and specialists in techniques of behavior modification or group work who are responsible for setting up, supervising, or administrating programs

Resource Finder and Organizer (Mobilizer)

With help of supervisor and/or team, organizes local programs (neighborhood groups, etc.)

Promotes and assists development of new programs and resources on a local level (e.g., Alcoholics Anonymous groups, evening hours for after-care services, child care programs)

Arranges for local agencies to serve the retarded, juvenile offenders, ex-hospital patients, etc.

Finds and/or develops resources (e.g., housing, homes for small group living, foster homes, jobs)

Bridge Person Between Client Groups and Agencies (Consultant)

Works with neighborhood workers and local care-takers (clergymen, public health nurses, welfare workers, etc.)

Works with local agencies and workers (neighborhood centers, health clinics, etc.) regarding client and agency problems

Acts as a bridge person in interpreting clients and their social environment to local agencies

Acts as team member in case conferences of local agencies and care-takers focused on helping specific individuals, families, or groups

Community Planner

Acts as member of interdisciplinary team (e.g., nurses, teachers, vocational rehabilitation workers, social workers) who are planning for local community needs

Acts as bridge person to help community and agency groups understand the social environment of clients and social welfare needs

(Continued on next page)

Consults with local agencies re community needs and programs

With help of own agency and supervisor (and often other agencies and programs), organizes local communities in community action programs

Participates in organizing small programs (e.g., halfway house)

Care Giver

Is a parent surrogate for groups (cottage, ward)

Helps clients with money matters, housing, physical care, etc.

Gives social and emotional support to clients with more complex problems than those of Level I Caretaker

Acts as a professional friend and encourager

Assesses clients who may be in need of protective services (with help of supervisor); secures information for referral to a protective service agency or to court; makes referral if so directed

Person Who Runs or Manages a Unit or Program (Administrator)

Administers small units (wards, cottages, etc.); acts as cottage parent, house supervisor

Supervises Level I workers

With supervision, administers specific community programs on a local level, such as group rehabilitation programs; acts as executive for these programs

Information Gatherer and Paper Worker (Data Worker)

Gathers information; takes histories; interviews

Does necessary paper work re clients and their problems; keeps records according to format and rules of agency

Does investigations for courts, judges, agencies, etc.

Tabulates and analyzes data of a rather routine sort

Writes reports

Keeps other records, as directed

(Continued on next page)

Finder of New and Better Ways (Researcher)

Observes needs and desires of persons, particularly those in specific categories (e.g., parolees, unmarried mothers, the aging)

Keeps records of needs observed and of requests of clients which could not be met, or which could be only partially met (gaps in services)

Summarizes data in simple form

Thinks of new and better ways of doing things

Planning with supervisor, asks cooperation of own agency (and often of other agencies) in securing further data and in planning how to meet needs on a preventive level

CHART VI.

Social Service Associate:
TYPICAL TASKS EXPANDED INTO SPECIFIC AGENCY PROCEDURES,
PLUS REQUIRED SKILLS AND KNOWLEDGE

Mental Health Worker*

Outpatient Clinic--Alcohol

Objective: To assist in the rehabilitation of chronic alcoholics through counseling and obtaining needed resources and to assist in providing public information about alcohol and alcoholism.

TYPICAL TASKS	SPECIFIC PROCEDURES	REQUIRED SKILLS & KNOWLEDGE
Interviews client to determine if he is addicted and requires program's services; completes case history of required data	Talks and listens to clients to obtain specific information Completes "alcoholic clinic form" for specific information Makes judgmental determination from recorded and verbal communication to determine if client does or does not need rehabilitation services	Knowledge of basic interview techniques Ability to fill out simple forms Knowledge of characteristics of chronic alcoholism and ability to determine such Knowledge of community programs which assist in rehabilitation of alcoholics

* Adapted from instructions to mental health workers prepared by Will Solomon, Director of Human Services Department, American River College, Sacramento, California.

(Continued on next page)

TYPICAL TASKS	SPECIFIC PROCEDURES	REQUIRED SKILLS & KNOWLEDGE
	Notifies client if not eligible; may refer to other appropriate community resources	Ability to diagnose client problems other than alcoholism and communicate same to staff
	Informs client if eligible; may refer to other appropriate community resources	
	Informs client if eligible; evaluates client's other (non-alcoholic) needs (income assistance, psychological, medical) using completed data and a questioning process	Ability to prepare brief descriptive reports
	Documents interview and places all forms with written comments in case file	
Evaluates with alcoholic control staff individual case needs and appropriate rehabilitative services	Presents all case data from case file to supervisors	Ability to present and describe a case to a multi-disciplined staff
	Participates in a discussion of client's needs	
	Counsels client on basis of interview data and his own living experience as a reformed alcoholic	
	Records comments of client's problems and discusses with staff member who will provice rehabilitative service	
Counsels clients (this work is not one step, but is repetitious)	Discusses client's progress on withdrawal from alcohol	Ability to communicate and relate to chronic alcoholics
	Schedules appointments and informs clients of rehabilitative services	Ability to schedule appointments and perform other simple clerical tasks
	Refers client to community groups or former addicts who can listen to client's problems and offer advice	Ability to evaluate and monitor an alcoholic's rehabilitation

(Continued on next page)

TYPICAL TASKS	SPECIFIC PROCEDURES	REQUIRED SKILLS & KNOWLEDGE
	Encourages client with progress, advising when not progressing, and relates personal living experiences that may assist in rehabilitation	Knowledge of the specialized services of other staff members and of other departmental programs
	Makes appointment with client for further progress reports and counseling sessions	
	Refers client to program group sessions and other therapy help based on individual progress	
	Sets up an appointment for intake interview or refers persons to programs	
	May transport them home	
Monitors probationers	Interviews probationers who are to participate in programs as a condition of suspended sentence and explains the alcohol classes	General knowledge of the field of probation as it relates to the terms of suspended sentences and probation for persons with alcohol problems
	Checks probationer's attendance at alcohol classes and reports to probation officer	Ability to determine and report probationer's handling of his alcohol problem
	May discuss probationer's attitudes and progress with probation officer	
Obtains resources for clients	Discusses client's needs and determines available resources	Knowledge of community resources such as public assistance, legal aid, housing, and food stamps
	May refer client to public assistance programs	
	Refers clients to variety of community organizations to obtain housing, food, legal aid, etc.	
	May transport client and act as an advocate in obtaining resources	

APPENDIX C. MISCELLANEOUS

VALUES UNDERGIRDING THE HELPING PROCESS*

I. Rights of the Clients
   A. The right of clients for self-determination and own decision making; Why not encourage dependency?
      1. Fosters a weak dependency on counselor
      2. Reduces client's ability for future decisions
      3. Destroys self-hood and future capacity for responsibility
      4. Counselor cannot act as God--does not have that much knowledge

   B. The right for acceptance by counselor. How to show acceptance:
      1. Affirmation of person's worth irrespective of person's behavior
      2. Affirmation of worth beyond all material goods
      3. Undivided attention within specified limits
      4. Affirmation of client's successes whenever they are experienced

   C. The right of confidentiality:
      The client's problem is shared with the counselor alone. Data about the client's problem will not be divulged if this data is in any way destructive to client or when client would not wish data to be shared.

II. Responsibilities of the Counselor
   A. The responsibility of the worker to meet human need at expense of the worker's immediate personal welfare

   B. The responsibility to be in constant study to enhance the body of knowledge related to giving of service

III. Values Regarding Human Behavior
   A. That acceptance and relationship is more conducive to constructive change of normative patterns than is moralizing, admonishing or scolding

   B. That behavior is purposeful. Is basically a stimulus response phenomena:
      1. It is determined by heredity, past experiences and goals
      2. Can be studied scientifically

   C. That relationship accomplishes the following purposes:
      1. Reduces use of defenses
      2. Assists clients to shoulder frustrations and failures
      3. Tends to provide healing and potential for hope and constructive problem-solving
      4. Is the media through which interpretation can be channeled.

   D. That there is a unity of personality that develops through the following hierarchy: physical, social, emotional, and spiritual

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* Contributed by Leonard Romney, Director, Human Services Department, Rockland Community College, Suffern, New York.

APPENDIX

CATALOG OF SKILLS AND TRAITS DATE: 04/01/71

VOCATIONAL GUIDANCE INFORMATION SYSTEM*
DEPARTMENT OF EDUCATION--SANTA CLARA COUNTY, CALIFORNIA

SOCIAL SERVICE FIELD

SKILLS	CHARACTERISTICS	
Child Care	Aggressive/Congenial	Obliging
Fill Out Forms	Assertive	Observant
First Aid Techniques	Agreeable	Persuasive
Foster Self-Direction	Affable	Patient
Fountain Service	Buoyant	Polite
Good Command Words	Cheerful	Pleasant
Handle Problems	Congenial	Responsive
Inspire Confidence	Calm	Restrained
Interpret Feelings	Composed	Realistic
Keep Simple Records	Candid	Sociable
Make Accurate Change	Compatible	Strong
Measure Accurately	Considerate	Sensible
Mending	Confident	Serene
Motivate Others	Cordial	Tolerant
Plan Programs	Compassionate	Thoughtful
Prepare Foods	Discreet	Trustworthy
Set/Clear Dining Table	Diplomatic	Warm
Speak Trade Language	Cooperative	
Understand People	Earnest	
Wrap Merchandise	Ethical	
	Friendly	
	Fair	
	Gregarious	
	Gentle	
	Good Natured	
	Helpful	
	Honest	
	Idealistic	
	Impartial	
	Kind	
	Loyal	
	Optimistic	

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* VOCATIONAL GUIDANCE INFORMATION SYSTEM: The Vocational Guidance Information System (VGIS) provides five computer produced reports detailing information ranging from occupational cluster requirements of a general nature to the specific requirements of a particular job by business or industry. The information is currently being used by the schools of Santa Clara County, California, for career guidance purposes and to a limited extent for curriculum modification and program development.

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